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# ATHLETIC JOURNAL

Vol. XXIII, No. 2

October, 1942



High School Victory Corps

Interesting Coaching Hints  
from the Texas Coaching School

Otis Coffey

High School Cross-Country  
Running

William T. Eddy



Bulletin No. 4  
of a series

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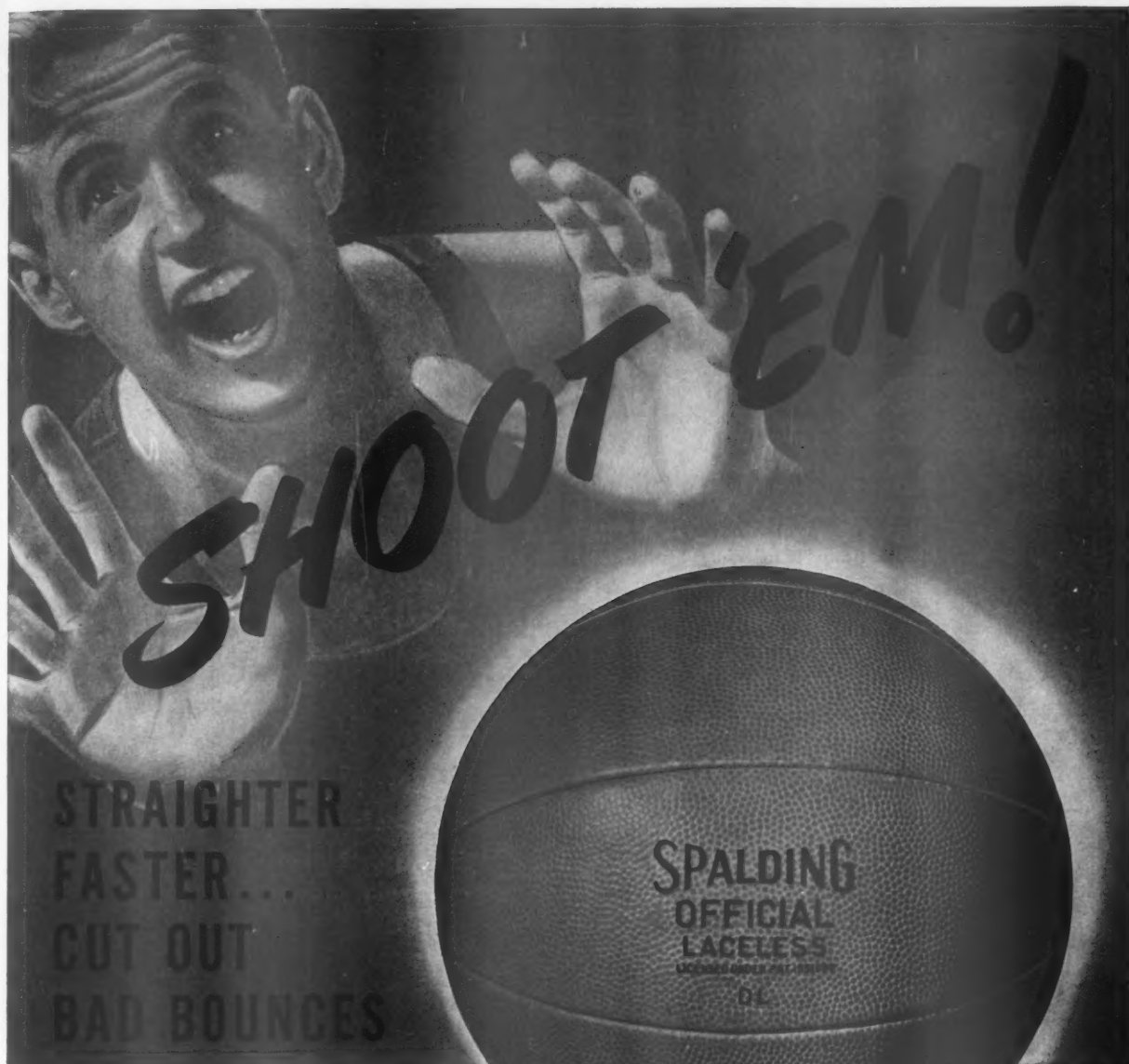
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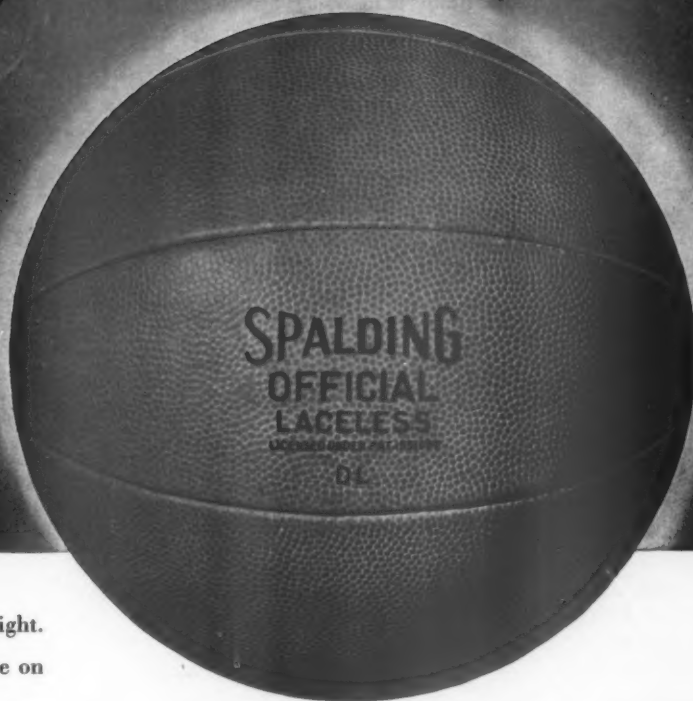
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for OCTOBER, 1942

# The ATHLETIC JOURNAL

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# High School Victory Corps

**T**HE Foreword in the September issue of the *ATHLETIC JOURNAL*—Physical Fitness in the Schools and Colleges, written by Dr. John W. Studebaker, United States Commissioner of Education, was an announcement of the most extensive program ever attempted by the Department of Education. This particular phase of the far-reaching program was selected by this publication for the first issue of the year, because it dealt with that part of the general program for which the physical education and athletic men of the schools and colleges of the country are most directly responsible.

We are now privileged to present to our readers the highlights of the new national organization known as High School Victory Corps. Parts have been selected from the pamphlet which will give an idea of the purpose and organization of the Victory Corps. Our readers are asked to note the emphasis that is put upon the physical fitness angle.

## *Why Organize a Victory Corps in High Schools*

There is a war to be won; a war for survival; a war which demands unstinted work and sacrifice and devotion of every one of us.

Our war effort must be a balanced effort. Our armed forces require a balance in our air forces, our ground forces, our Navy. Against our output of weapons and equipment we must match merchant ships with which to transport them. Against growing armies in training we must match growing armament, guns, tanks, planes, jeeps, ammunition. We must match production for military needs against production of the necessities of civilian life. Housing and fuel and clothing must be provided for home-front workers. Crops must be grown with which to feed ourselves and our allies.

The grim, stark situation we face today permits of no wishful thinking, no mental hide-out in the hope of carrying on as we have always carried on the routines of our daily lives. The most important test of every day's decisions must be this: What can we do to hit the enemy harder; to contribute to his destruction? If what we are doing is not clearly an immediate or remote contribution to winning this war, then we should not be doing it.

War is a hard, tough, brutal business. It is blood and sweat and tears, but it must be faced. We are in this war and the only way out is through—through to survival for all that we hold dear. Our hope, our resolve, our determination is that, out of victory in this war, we may win the opportunity to make a better world—a world in which free men may

walk erect.

Let us not forget what happens to youth when the Nazi slave drivers are in position to crack the whip. Consider that more than 3,000,000 youngsters from the Balkan States have been rounded up for compulsory labor service (slavery) in Germany; that Gestapo agents in Belgium have been kidnaping mere boys for military service. We don't want that to happen here. That's why we mean to win this war for survival.

## *The High Schools Are a Potential Source of Trained Manpower*

Wars are won by men using materiel. The manpower requirements for winning this war are tremendous. According to the War Manpower Commission, we shall have some 4,500,000 men under arms by the end of the year; in 1943 some six or seven million; and eventually we may have as many as ten million. That will mean that practically every able-bodied male, 18 to 45 years of age, must be ready for service in our armed forces. That means that a large majority of the boys of sixteen and seventeen years now in our high schools must be prepared for military occupations.

A modern army is made up of specialists. Out of every hundred soldiers, sixty-three are specialists: Mechanics, machine gunners, radio operators, cooks, sanitary technicians, nurses, motorcycle drivers, motor repairmen, etc. At the present time our growing army is in critical need of many more specialists than are being recruited by the draft. Training facilities within the armed forces themselves have been stepped up, but are still inadequate to train with sufficient rapidity the enormous numbers of specialists needed. The Army and Navy must use to the fullest possible extent the facilities of our trade and vocational schools, of our general high schools, of every training institution in the Nation for preliminary preparation of auto mechanics, male nurses, radio repairmen, radio operators, machinists, surveyors, instrument repairmen, typists, and a host of other specialists.

## *The High Schools Should Prepare Youth for War Production and Essential Community Services*

The manpower needs of the armed forces are pyramiding. So also are the manpower needs of war production. According to the War Manpower Commission we must have a force of twenty million persons in direct war production and transportation in 1943; we may need twelve million in the fields to harvest 1943's crop. The younger able-bodied

males will be in the armed forces. The war production labor forces must more and more be recruited from girls, women, and older men.

This means that many girls now in high schools should be preparing for industrial occupations and for agriculture. Others should be preparing to take the place of men in stores and offices and in essential community services so important in maintaining health and stability under the stress and strain of war. The high schools have a definite responsibility insofar as possible to prepare these girls for the tasks and responsibilities which lie ahead, including those in the home.

A realistic appraisal of our need for trained manpower, both in the armed forces and in war production, makes it evident that the high school cannot go on doing business as usual. High-school youth are impelled by patriotic considerations to point their training to preparation for war work, to tasks requiring skill of hand and strength of body, coupled with intelligence and devotion. The 28,000 high schools of the Nation with their 6,500,000 students should speedily undertake the adaptation of their curricula and of their organizations to train youth (and adults, also) to do their part in the victory effort.

#### ***The Objectives of the High-Schools' Wartime Program Which the Victory Corps Promotes***

Whether curricular or extra-curricular in character, the objectives of the high-schools' wartime program which the Victory Corps will foster and promote are:

1. *Guidance into Critical Services and Occupations:* To keep youth currently informed concerning the critical manpower needs of the Nation in its Armed Forces and civilian pursuits and how to prepare for entrance into services or occupations in which critical needs exist; to encourage all pupils to choose wisely some phase of the national war effort to which they can give of themselves immediately.

2. *Wartime Citizenship:* To strengthen and redirect the required studies in the school curriculum which are basic to citizenship training for American life; in this connection to insure a better understanding of the war, its meaning, progress, and problems.

3. *Physical Fitness:* To strengthen and redirect the health and physical training programs so as to make the greatest possible number of high-school pupils physically fit.

4. *Military Drill:* To provide voluntary and properly conducted military drill, in uniform where possible, for prospective members of the armed forces.

5. *Competence in Science and Mathematics:* To increase the number of students studying science and mathematics courses basic to the war effort and to improve the quality of scholarship in these courses.

## **Application for General Membership in the VICTORY CORPS**

Date .....

I .....  
Name .....

Grade .....

Age .....

School .....

hereby make application for general membership in the Victory Corps. In making this application I pledge myself, if accepted for membership, to strive to be worthy of wearing the general insignia of the Victory Corps. I will efficiently perform any community war services within the limits of my ability and experience; and I will diligently seek to prepare myself for future service whether in the armed forces, in war production, or in essential civilian occupations.

In evidence of my present qualifications for general membership in the Victory Corps I submit the following statement of my program of studies and of my extracurricular activities and community services related to the Nation's war effort.

#### **Program of Studies**

#### **Extracurricular Activities and**

#### **Services Related to the War Effort**

|       |       |
|-------|-------|
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |
| ..... | ..... |

\*\*\*\*\*

Remarks .....

Approved .....  
Parent or Guardian

Approved .....  
Principal or School Director of Victory Corps

To be retained in the school

6. *Preflight Training in Aeronautics:* To provide special courses and activities for the preliminary training of prospective aviation cadets and ground crew maintenance men.

7. *Preinduction Training for Critical Occupations:* To insure an adequate supply of young people who have some preliminary training for critical wartime occupations in the air forces, the land forces, the naval forces, and in productive civilian life; in connection with the latter to assist in meeting immediate manpower shortages which exist within communities through part-time work-and-school programs.

8. *Community Services:* To prepare selected young people for work in essential service occupations of civilian life, including business, home-making, and the professions; in this connection to prepare young people to render immediate volunteer service in civilian defense, care of young children, home nursing, and other service activities requiring some initial training.

#### **Basis for General Membership in the Victory Corps**

Any and all students enrolled in a secondary school who, in the judgment of the principal, headmaster, or other designated authority, meet the following simple requirements may be enrolled as general members of the Victory Corps.

1. The student should be participating in a school physical fitness program appropriate to his abilities and needs in the light of his probable contribution to the Nation's war effort.

2. The student should be studying or have studied school courses appropriate to his age, grade, ability, and probable immediate and future usefulness to the Nation's war effort, within the limits of the facilities of the school.

3. The student should be currently participating in at least one important continuing or recurring wartime activity or service of the types indicated in the suggestive list of Victory Corps service activities: 1. Air warden, firewatcher, or other

civilian defense activity; 2. U. S. O. volunteer activities; 3. Red Cross services; 4. Scale model airplane building; 5. Participation in health services, such as malaria control; 6. Farm aid, or other part-time employment to meet manpower shortages; 7. School-home-community services, such as salvage campaigns, care of small children of working mothers, gardening, book collection, etc.

Any student enrolled in a secondary school may make application for general membership in the Victory Corps by submitting to the principal or other appropriate official of the School Victory Corps

an application blank. (Note the application blank is to be retained in the school.)

Upon acceptance for general membership in the Victory Corps the student shall be privileged to wear the general insignia of the Victory Corps. (Note the insignia are reproduced on pages 24 and 25 of this issue. All students who meet the requirements of membership as outlined in paragraphs 1, 2 and 3 of the section, *Bases for General Membership in the Victory Corps* are entitled to wear the *General Membership insignia*. The requirements for the special divisions may be found on pages 24 and 25, this issue.

Each high school will seek to secure the maximum general membership in the Victory Corps. All students will usually be able to qualify as members. General membership will have meaning only if it represents active student participation in the war effort. School assemblies, rituals of induction into membership, participation in parades and other community ceremonies are among the means for giving recognition to the members of the Victory Corps. In arranging for assemblies and ceremonies the services of members of the armed forces, veterans groups, and community organizations should be solicited.

# Iowa State "Hardening" Moves from High to Super-High

By George F. Veenker, Director of Athletics  
and  
Harry G. Burrell, Director of Sports Publicity  
Iowa State College, Ames, Iowa

WHEN the call came for the colleges of the nation to adopt a hardening program, Iowa State College was already in action. Without any thought of preparation for war, we had been preparing our boys to become men. The qualities they needed to become men were the same qualities they needed to become soldiers. What we were doing in times of peace fortunately fitted the needs of the boy in war.

Repeatedly military men have complimented the department on the high average of acceptances from every Iowa State group. Naturally we are proud of the congratulations of the armed forces for this work.

Today we realize that there is nothing that can absolutely qualify for training these boys for what they will actually go through. We do feel, however, that competitive athletics will most nearly approximate their "big game" conditions. From team sports these men take team play, coordination, quick reaction, the knowledge of what to do next, the ability to ignore distractions, an aggressive and combative spirit, self-reliance, courage, and greater strength and stamina. What more does any soldier need?

How do we know how our boys reacted? In peace times, we could follow them easily. Today, we hear only scattered reports. But those scattered reports are like these two: Doug Graves (football end and track captain) wrote that the workouts the army gave him (hiking, drilling, and the like), looked easy after sixty minutes of football or a third quarter in a track meet. Don Griswold, a flame-spirited competitor all the way, took

out the enemy just as he cleared the ball-carrier's path in football. Killed in Pacific air action, Griswold's final bomb scored a direct hit on a Jap ship. His mission was to put the enemy out of action, letting nothing stop him.

Up to now, we have done the limit. No more work could be crowded in. But what was impossible when it was planned is now being done. We have taken the step from 2,000 underclassmen, one hour a week required, to 4,000 men, three hours a week required, and still more to be added. In addition to our own students, we also have run the athletic hardening program of some 1,600 navy men training on our campus.

The "impossible" required work is not all that has been planned. We plan a still

greater program of intramural activity. We plan still more extra work in the form of obstacle racing and cross-country running. This, too, is an impossible load that is being carried. We have no choice but to do the impossible—we have no reason but to want to do the impossible. It is like that slogan they say General MacArthur has on his desk: "What has any chance of being done, we do right now, and what is impossible takes us a little longer!"

All this ambitious program would have failed but for the co-operation of the athletic staff and the student body. The men in the athletic department devote almost literally every waking hour to the conditioning program we have set up, and the students, burdened with heavy classroom schedules, somehow find the extra hours needed to build themselves into better physical specimens.

What was the program which developed hundreds of Don Griswolds and Douglas Graves every year? We had three things in mind when we organized our physical education program. First, we wanted to send the boys away from here with better bodies than they brought to us; second, we wanted to provide recreational activity with carry-over habits for them; finally we wanted them to develop a new spirit—a spirit we like to call the Iowa State spirit.

Iowa State spirit is aggressive, resourceful, alert, co-operative, self-reliant, courageous. Iowa State spirit is really just the spirit of the United States. It covers all our students.

How to accomplish the job? Part of the machinery was in our hands from the beginning. All freshmen and sophomores must take two years of required physical



Paul Darling demonstrating the halfway-up technique needed to get over the 12-foot wall on the Iowa State obstacle course.



(Above) Iowa State's touchdown twins take the fence hurdle in their first time around the obstacle course. On the right is Paul Darling, on the left, Captain Royal Lohry.

(Left) The straddle run. The boys have to keep up the speed to run the side walls or drop through the crossbars in the floor.

education. In the past, that was the end of their formal college physical education. Why? We felt it was because the routine of plain mass drill or gymnastics, while

building stronger bodies, did not appeal to the minds of American youth. Young America is instinctively a fighter, a competitor, always wanting to do better than

the fellow next to him, to beat the other boy.

On that premise we shifted to combative (Continued on page 42)

# Army Physical Conditioning

By Theodore P. Bank, Lieutenant Colonel, Infantry  
Special Service Division, Services of Supply, War Department

IN the September issue, were printed the first three types of the programs considered of basic importance in army physical conditioning. This article presents those on running, relay races and combative contests. Editor's note.

## Running

Running serves two very important ends in training troops. It gives the men in running an activity that all men may be required to perform, when assigned to combat duty, and it serves to develop muscular and cardio-respiratory endurance of tremendous importance to men engaged in active fighting.

1. The activity may be performed in three ways: (1) Road or drill-field running. (2) Cross-country running. (3) Steeple-chase (obstacle-course) running.

The first consists of running along the road or about the drill field. The second consists of running across country—over hill and dale, across open fields, through the woods, etc. The third consists of running over a course that includes a series of obstacles—trenches, walls, fences, ladders, etc.

All types of running are excellent for conditioning troops. The second and third types, cross-country running and steeple-chase running, are somewhat more stren-

## The Six Programs of Basic Importance in Army Conditioning

1. Calisthenics
  - (a) Standing Drill
  - (b) Ground Drill
2. Guerrilla Exercises
3. Grass Drills
4. Running
  - (a) Road or Drill Field
  - (b) Cross Country
  - (c) Steeple Chase and Obstacle Course
5. Relay races
6. Combative contests

uous than the first type, road-running. The second and third types, in addition, provide a kind of training and experience that are apt to be most useful to men engaged in fighting. These types of running thus should be given a prominent place in the training program.

Four kinds of progress may be used in practicing this activity. These are as follows: 1. Walking; 2. Jogging; 3. Fast running; 4. Sprinting.

The method and order of progress used when practicing this activity, obviously, will vary with conditions. In most instances it will be best to use a combination of all four types. The sequence will vary, the period of time devoted to each will vary, and the total distance covered will vary with each situation. In general, how-

ever, jogging should constitute the base of the run. In road-running and cross-country running, it might be well to follow the practice of traveling half the distance of each run in this manner, the other half being covered by a combination of the other three methods. In steeple-chase running, it might be best to start with a fast run, jog most of the way, then finish with a short sprint.

The runs may be performed without packs, with light packs, and with full packs. The distance covered and the method of travel, of course, would be adjusted to the load carried.

During the preliminary training stages, the road and cross-country runs will be shorter (one to two miles), the walking periods will be more frequent, and fast running and sprints less frequent and of shorter duration. Gradually the length of the run may be increased, the walking periods reduced in length and frequency, and the fast running and sprint periods increased in length and frequency.

The several types of runs might be combined. A group might run in the road or run a cross-country for a couple of miles and then finish by running the steeple chase, or a group might run in the road for a mile, then run the steeple chase, and then cross country for a mile.

If possible, it is best to avoid running over the same course continuously. The road runs and cross-country runs may be varied by traveling in different directions. Cross-country runs may be routed over a variety of natural obstacles. The steeple chase may be run in reverse order.

In all cases, the men should not be allowed to sit down or lie down immediately upon the conclusion of a run. They should be required to walk slowly for two or three or four minutes before stopping completely.

While running practice can be carried on in units of 50, 100, or 200, or more, this is not the best size unit. The activity is best performed in small groups or squads not exceeding twenty-five in number.

The most practical method for conducting this activity is to place a leader in front of a group (organized in loose follow-the-leader formation). The leader starts off and the pack follows.

A company may be organized for running practice by arranging the men in squads placed at 50-yard intervals. The squad leader runs in front of the first group. Each squad follows the lead set by the one immediately ahead.

### Relay Races

Relay races may be interspersed throughout the program to add variety, interest, and competition, and, in most cases, vigorous exercise as well. Care should be taken that groups are small, such as squads, in order to insure that too many men are not standing idle. Relay races are useful, also, in providing novel methods of instruction in arts that are useful in military life. Such races differ from games in that they do not have the element of strategy. There is no attempt to use deception or outwit the opponent; rather, the various teams carry out their various assignments, whether running, jumping, or stunts, independently of each other. Each team competes against the other team in the attempt to have all of its men complete the tasks prescribed by the relay ahead of the other competing groups.

A few points on relays should be remembered:

1. Be sure that the finishing players of each team are distinguished in some way, such as by a handkerchief tied around the arm, by raising both hands overhead, by having them carry an object to the finishing line, or by having a special finish line. Otherwise, in the general confusion, with so many players moving about and some teams far ahead of others, it is very difficult to pick the winners.

2. The distances in the relays should be long enough, that the players get a real workout, say 60 to 100 yards. If the spaces are small, the players may accomplish this purpose by continuing a shuttle relay without interruption, for the second time, or as many times as desired, with the players

naturally being in a position to reverse the direction of their run on the second try.

3. The distance involved in the different relays may be progressively increased, as the men improve in physical condition.

4. Rather than disqualify a team when infractions occur, as they unintentionally will in the excitement of the race, it is better to charge a foul and then add the number of fouls to the team's order of finish. The team with the lowest total wins; in case of a tie, the team with the fewest fouls. Judges are then needed, one for each team.

The following relays are recommended:

1. *Shuttle Relay.* In this event half of each team (1, 3, 5, 7, etc.) face the other half (2, 4, 6, 8, etc.) across an intervening space of 50 or 60 yards. The first runner carries a stick (or substituted object) which he transfers to 2, after he has run the prescribed distance; or, if no objects are carried, then he touches the next man. Two runs in the other direction over the same course to give the stick to 3. This shuttling continues until all the players have run at least twice, and the team, whose last man finishes ahead of the competing last man, is the winner. It is well in planning this event to have a restraining zone of about 3 yards space beyond each of the two finish lines. The next player to run should wait behind the rear line until the runner nears the finish line; he may then be in motion to get a running start, but must not be over the starting line too soon. This procedure will tend to prevent the common fault of starting too soon. Distance should be at least 60 yards and progressively increased as the men become better conditioned.

2. *Jump Stick Relay.* This is a strenuous event and not without some danger, if players cease to be alert or fail to coordinate at the right time. The players are in file formation. Ahead of them two teammates hold a crossbar, rope, or belt, one at each end. At the signal they run toward their file of players holding the bar about knee high. The players must jump as the bar approaches in order to avoid being hit. The players then run to the head of the file and drop the bar at the starting point. They then go to the rear of the file and the two players in front of the file repeat the process. The game may also be played by having the bar carried waist high and having the players squat to keep from being hit. In this latter event a flexible bar is recommended, one that will bend and not injure the player who might be hit; and, as another precaution, glasses should not be worn.

3. *Horse and Rider Relay.* The players of each team are divided in twos. One, the rider, climbs on the back of his horse. The horse then straightens and brings the legs of the rider forward in front of him with his own arms clasped underneath. This provides the rider's seat. At the signal the pair runs forward to a line 100 feet

away, where the rider dismounts and becomes the horse for the return trip to the starting line. The second pair then starts; and the action continues until all have had their turn. A variation of this relay, also called Pickaback or Pig-a-back, is to have 1 carry 2 across the finish line, where the latter dismounts. One remains behind the finish line, but 2 runs back and carries 3 to the finish line. After dismounting, 3 goes back and picks up 4 and the procedure is continued until the last man in the column has been transported across the finish line and has dismounted.

### Combative Contests

The type of activities listed under this title consists of individual and group contests of a rough and strenuous nature. The purpose of such contests is to develop aggressiveness, initiative, and resourcefulness in personal combat; to develop proper footwork and weight control, and to learn to react violently with a maximum of energy for the purpose of overcoming an opponent. These contests gradually train the soldier to disregard physical pain or discomfort in making an all-out attack. In the teaching of these activities every effort should be made to encourage the soldier to make a quick, direct attack and to attempt to achieve a victory at once. This would not be the best procedure in all combative activities in civilian life. Frequently in boxing, wrestling, and like contests, the individual maneuvers, for some time, to gain a strategic advantage, before throwing himself into violent hand-to-hand combat. In hand-to-hand combat in war, victory if achieved usually comes in a few seconds. Regardless of previously developed habits in maneuvering in such contests, soldiers should be instructed to attempt to overthrow the opponent at once. Hence, in teaching these contests, each man should be trained to give all he has, for the mental and emotional habits of cool-headed, all-out controlled effort may be the difference between success and failure in personal military combat in life and death situations later on. Defeats suffered in early practice in such combats will be compensated for by habits of aggressiveness, and by the quick and adaptive thinking which will grow from such practices.

In the administration of such contests the physical training officer, while encouraging the soldiers to strenuous and violent combat, should guard against conduct which might result in injury. Many of the activities, especially the standing wrestling practices, will be directly useful in preparing for hand-to-hand fighting. Hence, these combative activities should be included in the program from time to time—perhaps two or three times a week—trying different ones, using the less strenuous ones at first and progressing to those that

(Continued on page 40)

# Interesting Coaching Hints from the Texas Coaching School

By Otis Coffey

Football Coach Robstown, Texas, High School

THE Texas High School Football Coaches Association, the largest organization of its kind in the country, promoted its fourteenth and perhaps, its most successful coaching school in Abilene, Texas, during the week, August 3-8.

Instructors for the school were Head Coach Frank Leahy and Backfield Coach Ed C. McKeever of Notre Dame, Head Coach Wallace Butts and Line Coach C. W. Whitworth of Georgia, Jack Cisco, Head Coach of North Texas State Teachers College, Joe Bailey Cheaney, Head Coach of Southwest Texas State Teachers College, Pennington, Miller, and Goodson outstanding basketball mentors, and Dr. D. K. Brace and Dr. Roy Bedichek of the University of Texas, leaders in the field of physical fitness.

The Texas Association, through this writer, is pleased to pass on to the readers of the *ATHLETIC JOURNAL* a few highlights from the interesting lectures of outstanding coaches.

## The Notre Dame Offense

By Frank Leahy

Coaches who come to a coaching school are entitled to everything the instructor has used in the past, and I am going to give you the same instructions and strategy which I give to my teams. If you can pick up a good idea from some of the things we do and can use it in your plans for the coming season, I shall be very happy. I feel just as Coach Wallace Butts does about making a complete change in an offensive set-up. A coach would be very foolish to change his whole system of football if he is getting good results

with what he has been using.

### The Huddle

Diagram 1 illustrates the huddle system as it is used at Notre Dame.

### The Quarterback and the Signal System

The quarterback should give the command or signal only once. If this principle is to be carried out, the signal-caller should take a deep breath so that his enunciation will be perfect as he gives his command. If he is located as indicated in the diagram, everyone on the team will be able to hear the signal. The fact that he gives the signal only once will mean the saving of valuable time during the ball game. The time saved may mean the difference between a victory and a defeat in a close ball game.

It is a better practice to identify a play by description rather than by a number. Players are less likely to get confused in their assignments when the play is described. In many instances numbers sound a great deal alike, and unless the players are looking directly at the quarterback, they are likely to misunderstand the signal. An offensive play may be designated as "Shift Right, Off Tackle" instead of "48."

A quarterback should be sure that the huddle is located far enough from the line of scrimmage that the opposition cannot hear the signal. It is also a good policy to have the referee remain away from the huddle so that he may not consciously or unconsciously give the play away to the opponents by any look or mannerism upon hearing the description of the play.

From time to time, it is a good policy for the quarterback to ask a key blocker

of a particular play if he thinks he can handle a certain opponent. If the blocker replies that he can, the quarterback can put him on the spot by calling the play which necessitates this blocker performing the very task which he has assured the quarterback he can do.

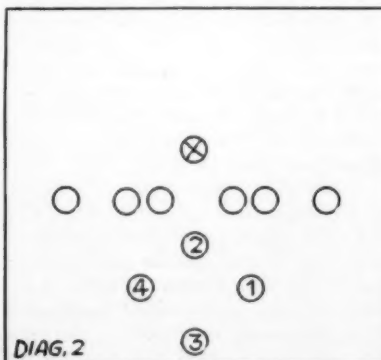
### The "T" Formation

After the quarterback gives his command indicating the play, he should pivot around toward the line of scrimmage and yell GO! On this command, the linemen and backs should sprint to the line of scrimmage. The positions the members of the team obtain after breaking the huddle are shown in Diagram 2.

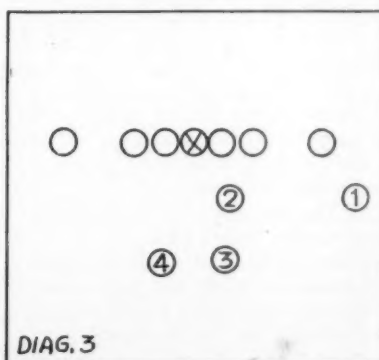
The players should come out of the huddle with a zip that indicates that they like football and are anxious to take a "whack" at somebody. As shown in the diagram, the center goes directly over the ball, and the rest of the linemen take a position six inches behind the ball. They should assume a stance with their hands on their knees and with their right feet well back and their left feet up to within six inches of the tip of the ball. The quarterback should line up behind either the right or the left guard. The fullback should line up directly behind the center, four and a half yards from the ball. The two halfbacks should line up four yards from the ball, directly behind the offensive tackles. These backs should assume an upright stance with their hands on their knees. From this formation, the team can either run a play or shift into a box formation. The box formation may be either to the right or left. Upon the command "Hip One! Two! Three! Four! Five!" the team may shift into a box formation on the first three counts, and pass



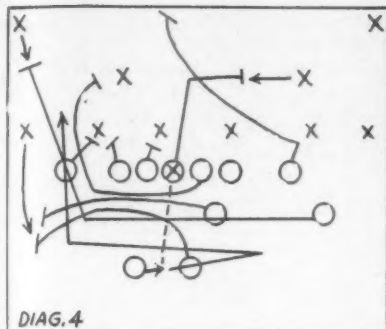
DIAG. 1



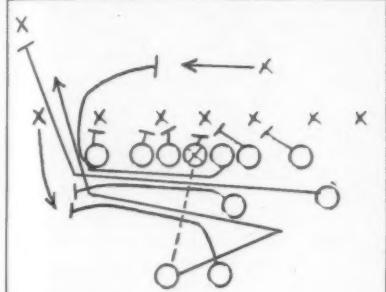
DIAG. 2



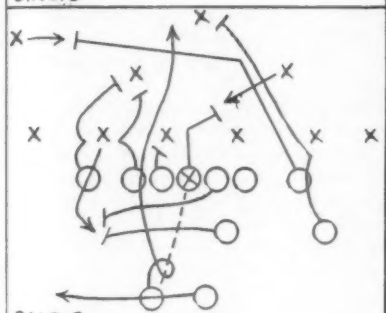
DIAG. 3



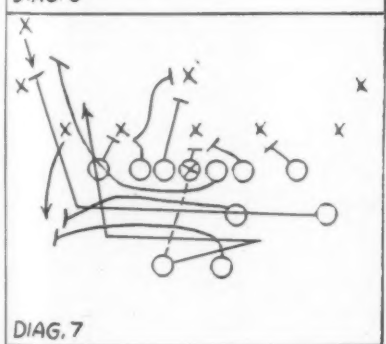
DIAG. 4



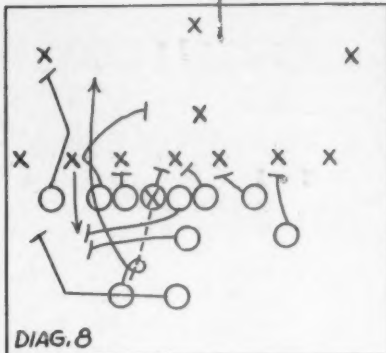
DIAG. 5



DIAG. 6



DIAG. 7



DIAG. 8

- Diagram 4. Cut-back, 6-man line.  
Diagram 5. Cut-back, 7-man line.  
Diagram 6. Trap, 6-man line.  
Diagram 7. Cut-back, 5-man line.  
Diagram 8. Trap, 7-man line.  
Diagram 9. Wedge, 5-man line.  
Diagram 10. Trap, 5-man line.  
Diagram 11. Trap, 7-man line.  
Diagram 12. Fullback buck to weak side.

in the last ten minutes of any ball game. Another reason for using a line shift, from a psychological standpoint, is that it gives the line a different feeling toward the game. It proves to the linemen that it is possible for them to be nifty and rhythmic in their movements. A third reason, and possibly one of the most important, is that it allows the offensive man to get blocking angles on his opponent. A defensive line which shifts is less likely to "tip off" plays than the stationary line.

### Offensive Plays

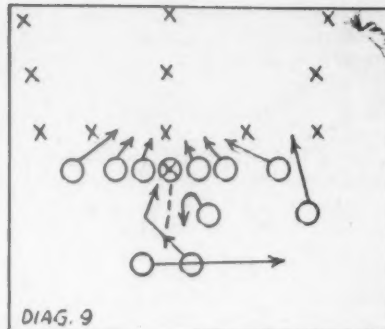
The plays shown in Diagrams 4-12 are a few of the ones given to the Northern All-Stars by Coach Leahy.

## Quarterback Play

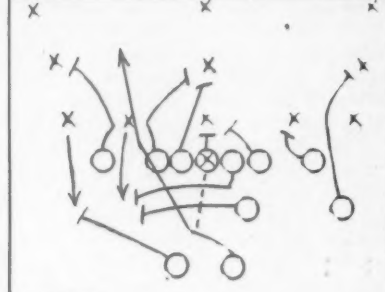
By Edward C. McKeever

The manner in which a quarterback runs his team will depend upon several factors: (1) the desires and wishes of his coach; (2) the style of offensive to be employed; (3) the personnel of his own team and that of his opponent; (4) the quarterback and his individual characteristics.

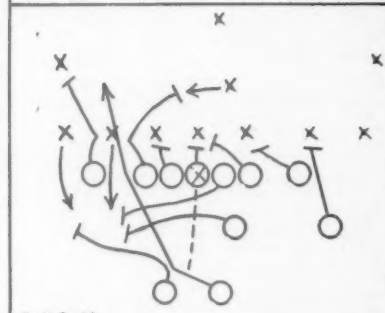
These factors are so interwoven that it is impossible to discuss one without talking about the others. Coaches using the same system or formation vary their tactics so greatly that nothing definite can be concluded concerning what can best be accomplished from a certain formation. This fact is exemplified in the case of two prominent coaches who employ the double wing-back formation. "Pop" Warner, the originator of the double wing-back formation, has as his objective a powerful running attack sparked by an outstanding



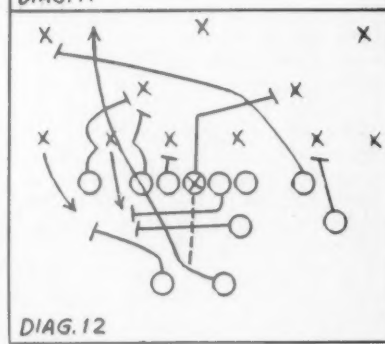
DIAG. 9



DIAG. 10



DIAG. 11



DIAG. 12

the ball on the fifth count.

### The Box Formation

Diagram 3 illustrates the positions of the members of the team when it has shifted into the right formation.

There are several advantages in having the linemen shift. In the first place, it is less fatiguing. A player has an opportunity to relax when he can move around. I believe that this principle may explain why our boys have never been outplayed

fullback. "Dutch" Myers, one of the greatest exponents of the passing game, has as his objective a daring over-head game, built around a great passer and phenomenal receivers, coupled with impregnable protection for the passer. The tactics which the quarterback will employ will not only depend upon what the coach would like to have him do and the possibilities of the formation, but also will be influenced, to a great extent, by the type of players which make up the team—what they can do and what they cannot do.

Then the strength and the weakness of the opposition will have a bearing on what tactics will be used in a particular game.

### The Quarterback

Not so many years ago, the coach used only the brilliant boy with a keen analytical mind to call his plays. This player was usually the blocking back and was encouraged to be a little "high hat" and "cocky." He knew the answers to all questions on quarterback strategy but was not as popular with his team mates as he probably should have been. A coach today selects a player who is a leader to direct his team. This player may be a backfield man but does not necessarily have to be one. He may be an end, a center, a guard, or a tackle. He must be popular with his team mates and a natural leader. He must be respected by his team mates and must not tolerate any "sass" or criticism from any one of them. Among other qualities a quarterback should have personality, leadership, a good voice, confidence, ability to block and tackle, and a competitive instinct. If the natural leader possesses the qualities just mentioned and, in addition, has initiative, imagination, resourcefulness and a thorough knowledge of football strategy, a coach is blessed with a "real" quarterback.

### Instructing the Quarterback

Prospective quarterbacks should be schooled in calling the right plays for given situations. The coach can be of great aid in reasoning out correct solutions to problems and in helping the quarterback in thinking in terms of tactical situations. Sound strategy should be given the player concerning what to do to counteract changing defenses. The offensive plays should be catalogued for him, and suggestions made concerning the type of plays which should work best against the various defenses and which ones will be successful against a five- and a six-man defense. He should know the personnel of his own team, the strength and weakness of each player; moreover, he should know something of the personnel of the opposing club. He should know the type of attack to use under varying conditions of the weather and field. The coach should guard against giving the quarterback too many things to think about while calling plays, but it is important that the quarterback be well grounded on when not to pass, when to punt, when to rush his plays, and when to play the game slowly.

If a coach is using the Notre Dame System, he should first give the quarterback the plays from the "T" formation. He should next explain to the quarterback the different defenses which he is likely to meet. Then he should be given instructions as to what, in the coach's opinion,

is the best attack to meet each. In case the defensive team is shifting from a six- to a five-man line, the quarterback might call out a number which will indicate that the opposition are in a five- or an over-shifted six-man line, and the team can make certain adjustments, or the team can be given a few plays which will work against both a six-man and a five-man line.

After the quarterback has been schooled and trained in what to do under varying conditions, the coach should try to help him gain the entire confidence of the squad in his ability to call the correct plays. This may be accomplished by complimenting the quarterback when he has made a wise choice of play, or by congratulating him on calling a good play when he has called a scoring play in scrimmage. The coach should never "call down" his quarterback in front of his players.

A coach can help his quarterback in selecting his plays by calling the plays himself during the first half of a scrimmage and by letting the quarterback call them during the last half. This practice should be carried on during the spring. During the fall, the quarterback should have full charge of the team.

Strategy concerning the passing game is not merely confined to the subject of "When not to pass." Just as important and more difficult to teach is the correct selection of pass plays for specific conditions. The coach should teach the quarterback the value of certain passes which are effective against a zone defense. The quarterback should be given instruction on the types of pass plays which should be used against a man-for-man defense.

The quarterback should be taught to recognize the spacing of defensive linemen

and which plays should be used under various conditions.

The quarterback should have a "zip" in his voice as he gives his commands in the huddle. He should show determination and confidence in the selection of his plays.

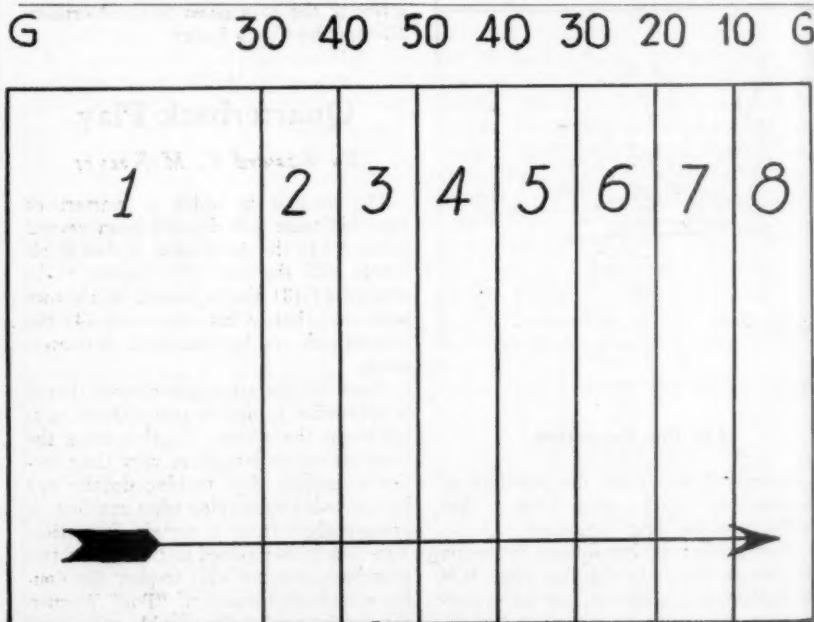
Such remarks as "All right boys, let's go in there! Shift Right! 87!" make his team mates believe in him. The signal caller should be a "fire eater" and ready to fight and battle at all times. He should never "Call down" his team mates, but should encourage them when an opportunity arises. He should stay out of the huddle pretending to look over the defensive team until he has selected his play. He should then take his place in the huddle and snap out his commands.

### The Strategy Map:

Diagram 13 is a strategy chart presented solely for the purpose of guiding the coach in drawing one of his own, into which he can incorporate his own ideas and tactics.

Following are some suggestions that we give our quarterbacks, as we talk over the different plays which should be used in the various zones.

Zone 8 is usually referred to as the "Zone of Intense Resistance." As soon as the quarterback reaches this zone, he should start rushing his plays as much as possible. Since the going is always the hardest here, he should not change the attack which has been successful in getting him into this zone, but should use his very best ball-carrier and his very strongest plays. The quarterback should also take into consideration in the selection of the plays, that he should call, the ones in which the team has a great deal of confidence. In most instances, it is advisable



DIAG. 13

to use a series of plays which will be successful against a five, six, or seven-man line. Every member of the team must be encouraged to put forth every bit of effort in this zone.

Zone 7 is usually referred to as the "Running and Passing Zone." Again the quarterback should use his very best running plays; but, in addition to his running game, he should use his very strongest passes. If a field goal could win the game and a touchdown seems impossible, the quarterback would use good judgment in calling for a try for a field goal.

More touchdowns are scored in Zone 6 than in any other zone. The quarterback should use about the same plays in this zone as those used on Zone 7 except he should call a few trick plays and "gambling" plays (plays which are likely to shake a backfield man loose for a score, but might result in the loss of yardage).

Zone 5 is usually referred to as the

"Running, Passing, and Kicking Zone." While in this zone, the ball should be kicked out of bounds near the ten-yard line if possible.

Zone 4 is the one in which the quarterback enters offensive territory. Fake kick and run plays and fake pass run plays are often effective in this zone. The team should be impressed with the fact they are now in offensive territory, and they should make an attempt to get the plays off a little faster as they "smell" the opponents' goal line. The punter should direct his kicks toward the opposing ten-yard line, as in Zone 5. Any play employing deception, which is likely to get a man loose for a score is a good one to call in this zone.

Zone 3 is the ideal one for fake pass and run plays, for fake punt and run plays from punt formation. Punting should be done on earlier downs while in this territory. Long passes should be

thrown on first and second downs.

When the offensive team is located in Zone 2 or located back of its own 40-yard line, the quarterback should try to get the ball out with his running attack. However, his team must make at least five yards on the first play, if he is to continue to rely on his running attack to get the ball out of this zone. Sweeps, off-tackles, and long-gain plays which do not risk possession of the ball are ideal on first and second downs. The quarterback should kick on second or third downs.

When the offensive team is in Zone 1, the quarterback should kick on first down unless his team is behind, or there is a strong wind against him, or it is near the end of a period.

#### *Other Hints to the Quarterback*

If the quarterback has worked the ball  
(Continued on page 26)

# The Technique of the Basketball Bulletin Board

*By Everett S. Dean*

*Basketball Director, Stanford University*

THE basketball bulletin board is not only an exhibit, but a more valuable teaching aid than many of the other teaching techniques. If all the possibilities of the bulletin board are utilized, the thinking of the players can be guided in a way desired by the coach. Success of the coach depends, to some extent, upon how nearly he can get the players to do as he wishes. He can produce a basketball atmosphere and environment in the locker room by some careful planning.

Guiding and crystallizing the thinking of players and producing the right leadership are more important now, and in the years to come, than ever before. The bulletin board is designed to create more than basketball atmosphere and consciousness. The physical, mental and moral training of our youth during the war and post-war period cannot be suspended, while the American way of life is being defended. Some one asks, "What does this have to do with a bulletin board?" Well, it is one of the tools a coach uses in trying to develop the all-around boy. It is one of the little things, when put with other related methods, that goes a long way in developing right thinking.

The Stanford basketball bulletin board is a catch-all for everything that will assist in making a better basketball team and stronger men. The board covers one whole wall of the dressing room on the side from which the players leave the room. The following things are posted on the board at

appropriate times; announcements, shot charts, shooting percentages, free-throw graphs for the game and practice, rebound statistics for the last game, jump ball data for the last game, diagrams of basic plays and play options drawn on brown wrapping paper about six feet long, analyzed form pictures cut from magazines and newspapers, pictures and write-ups of opponents, pictures of own players, comic basketball pictures with names of players attached, basketball and character maxims, copy of rule changes, list of forty-five defensive pointers, list of individual offensive pointers, a series of still pictures published by the ATHLETIC JOURNAL showing traveling, action pictures, sportsmanship lines, letters and telegrams from former team mates.

Special attention should be given to some of the bulletin board items just mentioned. One is the shot chart. This method is a valuable teaching aid, because it tells the players in a more objective way how their offense and defense rates. These charts should be accurately kept and posted on the board. The players see how well their offense penetrated the defense which might go a long way in selling the offense to them as a team. If the shot chart shows most of their shots within twenty feet of the basket, it means confidence in the offensive system. If the chart shows very few opponents' shots inside the defense with most of them coming from the corners and over the defense,

then the team will believe in its style of defense. Charts tell an objective and graphic story which has a direct bearing on, and relation to, morale and team spirit.

Basketball and character maxims which have an application to basketball are important in athletic programs. We are a people who follow slogans but that is not as important as being able to recognize and appreciate the gems of thought which may give us a lift.

Some of the maxims we have used are:

"Good things are made to be shared; so is basketball scoring."

"A man's reputation is like his shadow."

"Common sense is not so common."

"What you are, speaks so loudly that people cannot hear what you say."

"There are no miracles to men who do not believe in them."

"Working slowly produces fine goods."

"A little impatience spoils great plans."

"A player not on toes, soon finds self a heel."

"A shot is a pass to yourself—GO GET THAT BALL."

"Build your basketball house on solid rock."

"Winners are workers."

"A fellow team mate may be faster than you, he may be a better shot or a more clever passer; he may be a better defensive player and he might be taller and heavier, but he should not be your superior in team spirit, fight, determination, ambition, and character."

Space will not permit a detailed discus-

A schedule should be placed in a prom-

## STANFORD

| Line-up            | 1st Half |   |     |   | 2nd Half |   |     |   |
|--------------------|----------|---|-----|---|----------|---|-----|---|
|                    | Off      | T | Def | T | Off      | T | Def | T |
|                    |          |   |     |   |          |   |     |   |
|                    |          |   |     |   |          |   |     |   |
|                    |          |   |     |   |          |   |     |   |
|                    |          |   |     |   |          |   |     |   |
|                    |          |   |     |   |          |   |     |   |
| <b>GAME TOTALS</b> |          |   |     |   |          |   |     |   |

## CALIFORNIA

| Line-up            | 1st Half |   |     |   | 2nd Half |   |     |   |
|--------------------|----------|---|-----|---|----------|---|-----|---|
|                    | Off      | T | Def | T | Off      | T | Def | T |
|                    |          |   |     |   |          |   |     |   |
|                    |          |   |     |   |          |   |     |   |
|                    |          |   |     |   |          |   |     |   |
|                    |          |   |     |   |          |   |     |   |
| <b>GAME TOTALS</b> |          |   |     |   |          |   |     |   |

A bulletin board to have any value must be carefully planned. Just tacking a few things on the wall will not get the desired results. We have a four-foot square, to the right of the door, reserved for items of current interest. A few days later those items are replaced with new ones. If something worth reading is put on the board at the psychological time, the boys will read it. This procedure adds another effective coaching method to the equipment of the coach.

*By Lieutenant Commander Willis O. Hunter*

**L**AST January naval aviation officials formulated plans to make physical training an integral part of the flight training in order that navy pilots might be prepared properly to meet the hardships before them. Now, less than a year later, that program is a very successful reality.

Pre-Flight Schools are in operation at Athens, Georgia; Iowa City, Iowa; Chapel Hill, North Carolina, and St. Mary's College, California. In thirty-four naval reserve air bases and air stations, the program is being continued by capable staffs, so that the development is carried on over the year's training period.

Operating on a major premise which held that the navy flyer not only must have all the qualities of other military men, but also must possess keen initiative and resourcefulness that would make him go all out, to accomplish his task with the full knowledge that he was the best equipped and best trained fighter in the world, the objectives included other premises of great importance. Chief of these were three; stamina, agility and combative spirit.

In this plan, geared to a war-time necessity, sports for sports' sake was out, and in its place came a new philosophy of sports for what they will contribute to the war effort. The development of stamina in the war-time sense of the expression definitely involves a mental as well as a

physical aspect. If physical, it depends upon a well-developed body, made strong by such contact sports as soccer, football, etc., if mental, it is built up by an abiding belief that the mind and body are prepared sufficiently to win over seemingly impossible obstacles.

The dictionary definition of agility is "readiness of movement" or "nimbleness." Yet, in its various connotations, it partakes of such meanings as timing, reaction, poise, balance and confidence. The physical training program is designed to develop all of these desirable characteristics.

Of the three fundamental objectives, certainly none was more important than the development of the combative or competitive spirit. The pilot will be flying the finest plane in the world. Thus, it is most conducive to final success, that he be trained in every respect, so that he may be master of his plane, and that he may be confident of its performance and his ability in the physical and combative sense. He must have a burning desire plus an unconquerable will-to-win. Nothing develops such a spirit better than competitive sports. It is apparent, therefore, why competitive sports are such an essential ingredient of the naval aviation physical training program.

In setting up the program at the pre-flight schools and the air bases and air stations, activities were chosen which

would contribute to the attainment of the objectives. Contact sports formed the basis of the program. Top men in the athletic world are serving as instructors in the schools and at the bases and stations.

The activities are not new, for, on the whole, they are the same sports which have been used in America for several generations. The approach is different as is the emphasis. *Time is made available, participation made compulsory, definite progressive lesson plans adopted, teaching procedure intensified and the tinsel removed* as the sports are categorized for the contributions which they make to the war effort. Those which cannot contribute are eliminated.

The results to date have been gratifying. Yet, there is little doubt that there is still much work to be done. The results could be even more satisfactory if the cadets would come to the pre-flight schools ready for the work at hand. Letters have been received by the pre-flight and physical training section from all parts of the nation. High schools and colleges have manifested a willingness, in fact an eagerness, to co-operate.

In answer to these queries the Division of Aviation Training of the Navy's Bureau of Aeronautics conducted coaching clinics at the four pre-flight schools and established a unit of service to provide guidance for educational institutions. The

(Continued on page 39)

# End Play: Offensive and Defensive Suggestions

By Joseph G. Daher  
End Coach, Manhattan College

THE game of football in its present development has become in one sense a science worthy of minute detailed study. Like any other science, to know it well, one must have a thorough grounding in the principal fundamentals.

I wish to quote a paragraph from Coach Fritz Crisler's *Practical Football*: "Candidates for the end position must be fast, clever, and agile. They must be possessed with great endurance and quick-reaction. They must be hard, accurate tacklers and sure handlers of the ball. If they are strong and rugged, so much the better. Height is also an advantage, because of the importance of the passing game."

I am interested in the above statement from the standpoint of the remark with regard to *Quick Reaction*. There will be times during the game when an apparent off-tackle run develops into an end-run, and vice-versa. There will be times when the wing-back on a reverse fakes an inside play, but makes the turn for an outside-sweep play. An end must be able to react almost simultaneously with the change in the direction of the play. He must be able to do one of four things, namely, drive the play into his own tackle, spill the interference, run the play deep behind the line of scrimmage to give the backs an opportunity to make the tackle, or make the tackle himself. In conclusion, there is another type of reaction; that of determining at an instant whether the opponent's play is a running-play or a pass-play. In this latter case, almost immediate reaction will permit the ends to do an excellent job of rushing the passer.

The first fundamental of importance is that of the *Offensive Stance*. He should place his feet as far apart as possible with the idea of comfort in mind. This forms what is known as the base. If his feet are too close together, the base will not be as rigid as essentially necessary to prevent an average tackle from pushing him about as he pleases. If his feet are too far apart, the base will not be concentrated enough to get power, spring or drive in his initial charge. He should place his right foot back so that the toe will be about even with the arch of his other foot, if his right hand is down. He should assume the same relative position at all times; this will eliminate any chance the opposing tackle might have in detecting the play. The end should place his forearm across his thigh and allow his knuckles to rest comfortably on the ground. In addition,

he should keep his head up and buttock slightly lower than his shoulders; his shoulders should be level with the ground, so that even driving-power straight ahead will be possible. These few suggestions will insure him of having a comfortable, easy, and perfectly balanced stance for carrying out his offensive assignments.

The defensive stance is just as important as the offensive stance, but the advantage here is that he need not get "set" until the ball is about to be snapped. He can roam around, walk up and down the line of scrimmage, talk to linemen and line-backers, encourage them on, or get together on some defensive signal to learn how his tackle and fullback are going to play the next play, so that he might co-operate with them.

The defensive end may assume a three-point stance, inside or outside foot back; the first requiring three steps and the latter two steps to reach an approximate point behind the line of scrimmage known as the intersection of the "tackle-line" and the "blocking-line."

The offensive end, above all, has four essential duties that tend to make him one of the most important members of the line. These are listed, in order of their importance: 1. His ability to block; 2. His ability to cover punts; 3. His ability to rush the passer, and 4. His ability to receive passes.

Too many of us are of the belief that the end's ability to receive passes is of greatest importance, but his value to the team will be many times greater if he is an outstanding blocker! An opposing lineman might be able to box a good pass-receiver, but a major problem is afforded him in his efforts to out-guess an excellent blocker.

Since blocking is the most essential quality of an end, it shall receive extensive treatment at this time.

## Blocking

The end should vary his position, that is, the distance from his tackle should vary from play to play. A clever end, sometimes, can maneuver a defensive tackle into some desirable position, before the ball is put into play. This requires a great deal of practice and a careful analysis of all his plays, otherwise, the shifting end will tip off to the opponents what offensive maneuver to expect. He should use the same stance in all his plays and his eyes

should be directed downfield, regardless of the action to follow.

On plays directed to his side of the line the end usually handles the opposing tackle. The defensive tackle is probably the toughest assignment any offensive player can possibly face. Since the tackle is more or less in the open and able to side-step easily, the end must be careful not to lunge at him. He must keep a wide base, keep his feet or at least stay on his hands and feet, and keep contact with the tackle until help comes from another blocker. If he can keep the tackle occupied, the second blocker can usually turn him over, or move him away from the play.

In order to be at all successful against the defensive tackle, the end must do everything possible to anticipate the maneuver to be used by his opponent. If the tackles play in pretty much the same manner throughout the game, the end's job is very much simplified. Good tackles, however, will vary their charges; therefore, the end must look for special clues. Each opponent must be studied carefully as the game progresses, and this, coupled with the usual scouting notes of their individual strengths and weaknesses, will place the end in an advantageous position. Although anticipation is very helpful, a word of warning here must be mentioned. A good end will play for the expected, but be prepared for anything. In other words, he should be prepared to change his tactics as the play progresses.

When opposing a "sidestepper," he should let the tackle "show" first. In no case should the end lunge head-on into a side-stepping tackle. In addition to these important factors, he must keep his body under control, with his feet under him, and be ready to slide laterally with his opponent, as the case might be.

If the tackle charges in rather fast, he exposes himself to a side-swipe blow. In this case, the end should let him in, not trying to get in front of him, and attack him from the side. It is very important here that the end be an excellent judge of speed in the charge of the tackle, if he expects at all to be successful. He should aim his charge, after a slight pivot, at a short distance ahead of the charging tackle. If properly timed, this flank-block is about the easiest to perform, and no less effective.

There is one other situation, that of the  
(Continued on page 38)

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JOHN L. GRIFFITH, Editor

## Physical Fitness in the Schools and Colleges

THE first article in the September JOURNAL, written by Dr. John W. Studebaker, United States Commissioner of Education, on *Physical Fitness in the Schools and Colleges*, as was expected has occasioned a great deal of interest and manifestations of approval on the part of our readers. We of the JOURNAL have hoped for a number of years that the Office of Education would take the lead in advocating increased emphasis on physical fitness activities in the educational institutions and Dr. Studebaker is to be congratulated on having done such a worth-while job in the matter of preparing a manual for use in the schools and colleges.

Regarding this program, we quote from the original announcement:

"The program that has been prepared recommends that (1) all high school pupils be required to have five full periods each week of instruction in physical education activities; (2) opportunities be provided for all pupils to participate for ten hours each week in interscholastic athletics, intramural athletics, mass athletics, road work, hikes, week-end outings, school journeys, and other vigorous physical activities; (3) the physical activity program be planned in light of the results of directed observation of each pupil by the teacher and of medical examinations in places where they can be secured, and (4) the general health education program be improved.

"The physical activities included in the program for boys are organized under the main headings of (1) sports and games, (2) gymnastics, (3) combatives, and (4) aquatics. The main differences between this program and the usual high school program of physical education are (1) the use of more intensive and vigorous activities and (2) the increase in the time allotment for physical education."

Not only has Dr. Studebaker's office prepared a manual for every high school principal and super-

intendent of schools; set up a series of regional institutes for the purpose of introducing the program to representatives of state departments of education and teachers training colleges; and established a series of training institutes, within each state, but, further, Dr. Studebaker has instituted High School Victory Corps. Copies of the booklet explaining the Victory Corps activities may be obtained by writing to the Superintendent of Documents in Washington, D. C. While we, of course, are primarily interested in the physical fitness side of our preparation for the war effort, we are also all interested in everything that pertains to the winning of the war and certainly it will help tremendously if the 6,500,000 boys and girls enrolled in the secondary institutions of the country take the courses, recommended by the Office of Education and approved by the Army and Navy departments.

We feel that the leadership taken by the Office of Education is timely and that the work is one of the most significant things that has been done in connection with our activities in quite some time. We recommend the physical fitness program and the victory corps efforts heartily and enthusiastically.

## Football

A NUMBER of stories have come out of Washington to the effect that there would be no college football next year. We have not seen any stories stating that there would be no baseball or horse racing or basketball or anything else of the sort, but football, for some reason or other, has been singled out as a goat or offender.

There is not a football coach in a school, college or university of America who would not willingly vote to give up interscholastic or intercollegiate football if it was clear, that by so doing, our war effort would be enhanced. The question naturally arises, however, why so many of the Washington men are, joyfully almost, predicting that there will be no football next fall.

A recent news account relates that France and Switzerland had scheduled a game of football. We are told that the day Germany marched into Russia there were 60,000 people at a football game in Berlin. We have also been told that large football crowds attended soccer and Rugby football games in England at the start of the war and that England made the mistake of calling off most of her athletics and now was trying to re-shape them. Frequent stories from Australia have to do with the football teams that our boys have organized over there.

We went all through this in the last war and President Wilson settled the matter by suggesting that, in so far as possible, we continue our games. President Roosevelt last March announced in substance that he hoped that baseball would be continued. When asked by some people if this included football, he was quoted as saying that it did. At any rate, we have heard no suggestion coming from the White House to the effect that the Commander-in-Chief of the Army or Navy wanted the colleges

or anybody else to give up their football games.

We have on other occasions called attention to the fact that men can get publicity by attacking some institution that the public holds in high respect. Can it be that there are some people who get a certain amount of pleasure out of prophesying that there will be no college football next fall?

## ***The American Legion and Physical Fitness***

THE American Legion almost from its inception has been interested in physical training as a corollary of military and naval training. The men who fought in the last war know how essential physical condition is to the soldier who has a job to do in the matter of fighting the enemy.

It was with this in mind that back in 1924 and 25 the Legion instituted what has come to be called the American Junior League Baseball Series. In the years since its inception literally millions of boys under seventeen years of age have benefited by playing baseball under the direction and coaching of Legionnaires.

It is not surprising, then, that the Legion, depending on its experience of the past, recommends in curricular form a practical course of study for use in the secondary schools of America to assist in the preinduction basic training work of secondary school youth. It is our understanding that manuals will be presented to all secondary schools, boards of education and school directors, state departments of education, local American Legion posts, and to 20,000 Legionnaire schoolmasters.

We take pleasure in quoting from the preliminary manual of the Legion the following, taken from Section III, Physical Fitness, Part 1, Secondary Schools.

"One of the major aims of education has always been physical fitness. Through a program of physical education and health the schools have attempted to make the individual physically strong and mentally alert. These qualities lead to proper social integration and spiritual development.

"Physical education programs have been conducted also as a contributing factor to three other basic educational objectives: health, the use of leisure time, and ethical character. These three objectives are not the sole responsibility of physical education, however; they are in harmony with, and parallel to, the general aims of education.

"The United States is now engaged in a devastating world war of such physical and material proportions that every school in America must strengthen its physical fitness program to maximum efficiency, in order to adequately prepare its manpower for an ultimate victory for the allies.

"The soldier, the sailor, the marine, the flier, must possess great organic vigor, muscular and nervous strength, endurance and agility. It has been found that the average recruit does not possess the degree of physical fitness required of a trainee. Only through the most intensive physical

fitness training program that can be developed and offered by the secondary schools, can our armed forces reach the degree of physical efficiency required.

"A general physical fitness program for citizens of all ages has been neglected. The necessary war effort on the home front is convincing evidence that every school pupil, and every adult, in home and in factory, in the rural area and in city, must be physically fit. The war can be lost on the home front.

"There is a very definite relationship between physical training and military training. Physical training develops many of the most desirable qualities which make the man in the armed forces physically efficient. The transformation from civilian life to life in the armed forces is accomplished by training, and it is not complete, until it develops all of those qualities which characterize the trained service man. The scope of the Army physical training program includes several different activities, each having a special purpose. All of these activities may be conducted either without the aid of equipment or with the aid of such as may be improvised."

## ***Why Football in War Times?***

RECENTLY a public utility commissioner in the State of Pennsylvania was quoted widely as suggesting that football coaches should be fired and the sport abolished until the end of the war. A few days prior to the publication of this story, Dr. R. F. Poole, President of Clemson College, wrote Professor Philip O. Badger, President of the National Collegiate Athletic Association, explaining that all of the students at Clemson wear uniforms and drill more than three hours a week. In addition to this, there is an intramural program with certain definite objectives. Last year, Dr. Poole states that Clemson graduated 250 officers and that the institution has already more than 2,000 officers in the armed services of this country. The significant thing, however, in his letter, in the light of the publicity given the gentleman from Pennsylvania was the following:

"It has been my observation that athletes, especially young men who make the intercollegiate teams, profit through the development of leadership and courage. In such sports they learn the art of winning and are imbued with a spirit that will make them good soldiers and officers.

"I note that there is some feeling about the country that the colleges should dispense with football and other intercollegiate contests during the war. It is my feeling that we should maintain all collegiate activities in line with the policy of the war and navy departments. In the athletic contests not only teams and individuals have particular value but these activities develop morale among all members of the student body. It would seem that, regardless of the disruption of normal team personnel, satisfactory intercollegiate activities may be engaged in, even if it eventually comes to the point where we must play freshmen and sophomores. I

would dislike very much to see the colleges discontinue football at a time when it seems apparent that no institution is assured of maintaining a strictly winning aggregation.

"It is my opinion that athletic participation is an asset to most institutions or to the students and much has been said about athletics in colleges that is unfair and unwarranted."

Last summer at the Texas Football Coaches Association coaching school Mr. Roy P. Bedichek, Director of the Bureau of Public School Extracurricular Activities in the state of Texas, said in part, "The high powered interschool and intercollegiate athletic program has furnished the first contingent of shock troops in the air, on the seas and land. These boys, trained in the severe school of highly competitive sports were the only ones found to be ready for modern mechanized war training. Most of the other groups had to be conditioned for a considerable period before being ready to undertake training for the more strenuous services. The country was generally soft. The delay has been costly. There was not a high enough percentage of our youth really tough physically when the challenge came." Mr. Bedichek then stated that the coaches are the key men. "They must be available to train instructors recruited from the teaching staff and from among the older and more capable students in the school." Mr. Bedichek's place in the field of physical education qualifies him to speak with authority concerning the subject with which he is dealing.

We call attention to the fact that the statement suggesting that the coaches be fired and football be disbanded received a great deal of publicity. The remarks by Dr. Poole and Mr. Bedichek, both of them men whose standing entitles them to a hearing, will undoubtedly be given but little attention. We are not cynical. We simply wonder why this is so.

## Competition

A WOMAN who syndicates some very excellent articles has recently published an article under the subject, "Don't Stress Competition in Education." We have all given considerable thought to this matter of competition in times of peace and it is interesting to consider its implications in time of war.

The writer of the article states that she considers the emphasis on competitiveness in raising or educating children to be most unwise. She agrees that some competition is unavoidable in our existing civilization, however. As regards competition in school life, she points out that, "There are two ways to do any kind of work. One way is to strain and push through it to reach a goal with the eyes ahead on the end and the means are of no account. The other way is to have a goal but to work for the joy of working, to take pleasure in the doing and to feel a sense of satisfaction and whole-hearted effort." Further, she adds, "Competition is all too apt to

wipe out the pleasure of doing along the way to the goal of accomplishment."

The above-mentioned writer makes the common mistake of assuming that, if a boy does his best to win, he will have no thought of the means of winning. In other words, she ignores the fact that you can have umpired competition. Someone has said that free enterprise is umpired competition. Certainly our athletics in the schools and colleges are for the most part umpired competition. We all know that a boy can go the limit in trying to win a 100-yard dash without violating any of the rules of the competition.

Further, she is apparently imbued with the idea that if one works hard to achieve, one gets no pleasure from the working. Carrying this out to its logical conclusion in athletics there would only be pleasure in the soft and easy games and none in the tough, hard games such as boxing, wrestling, football, basketball, and the like.

In recent years we have heard much about the joy of effort but we were surprised to see this philosophy revived when all as citizens are doing the best that we can to win a global war. We are told, and rightfully so, that we should forget about the pleasure of doing and think only of the achievements and results that we are trying to accomplish. This soft philosophy may be all right for certain people when we are at peace, but it is not a good philosophy for a nation to follow when that nation is fighting for its future existence and for the liberty of its people.

## *It Is Now Up To You, Will You Help?*

IN these two months since the schools opened we have presented to you the Army conditioning program; we have called your attention to the nine sports emphasized in the naval aviation pre-flight schools and advised how you may secure the syllabi which are now ready for distribution; we have called your attention to the program worked out for you by the American Legion and we have announced the hardening program for the secondary schools, prepared by the United States Department of Education. This is now being printed and will be distributed to all secondary schools. A program for universities and colleges is in the making at the United States Department of Education.

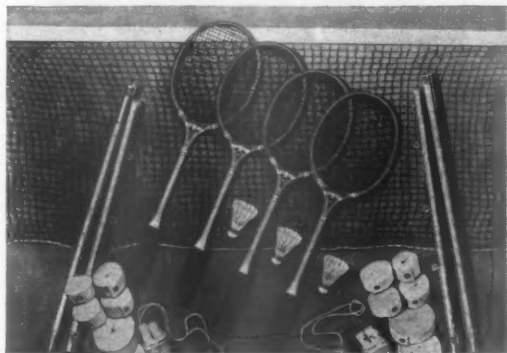
There is without doubt an overlapping in these programs. It is up to you to select those parts best adapted to your particular school. Introduce into them your original ideas and pass them on to your colleagues through the columns of this publication.

May we further suggest that you keep very definite records as to the abilities of your boys at the start of your programs this fall. The tests again in the spring will show what our hardening programs have accomplished.



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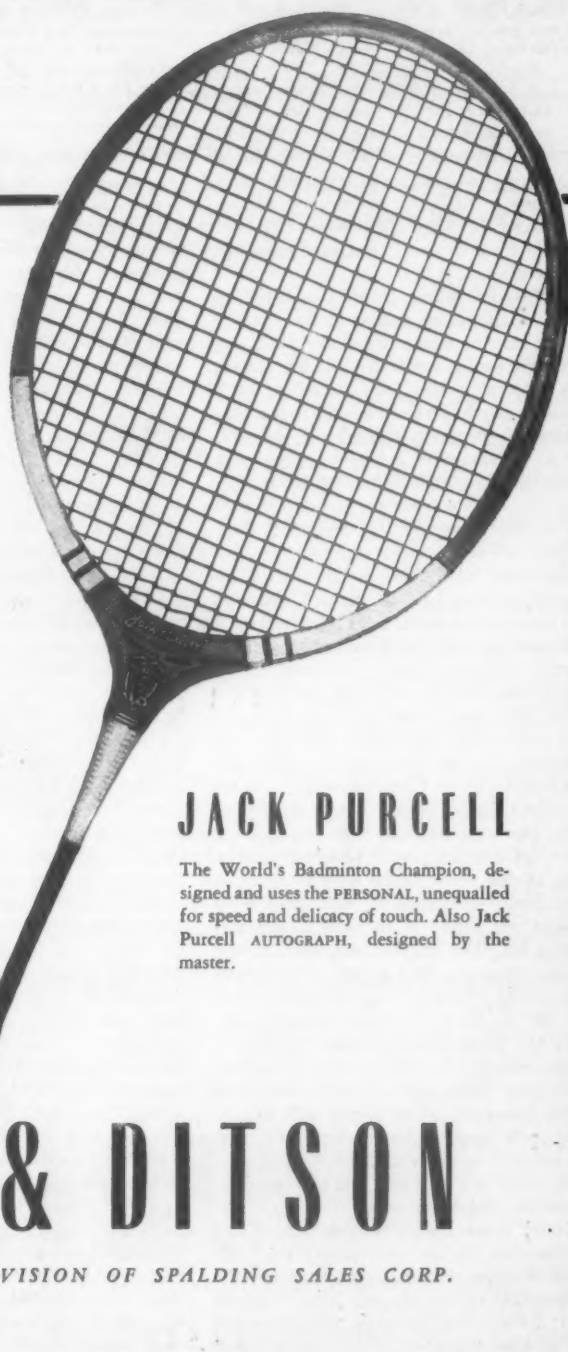


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# Cross-Country Running Given a New Impetus

## High School Cross-Country Running

By William F. Eddy

Coach, Nott Terrace High School,  
Schenectady, New York and Rensselaer  
Polytechnic Institute, Troy, New York

IT is difficult to imagine a more opportune time for discussing high school cross-country running; for frankly, I cannot visualize any sport that can offer as much in terms of physical development, bring out worth-while characteristics, accommodate as many competitors and cost so little from a standpoint of equipment and facilities.

In this day when America is listed as the "most decadent nation in the world," and in one in which we know that our youth are losing much of their leg power, any sport that can tend to refute such claims is worth developing and promoting on the largest scale possible.

I do not know of a single action-sport today that cannot be benefited by having its candidates do a certain amount of preliminary distance running. Certainly basketball, winter sports, tennis, etc., as played now, need this preparation. As a help in track and field, I cannot think of anything more necessary. I have had boys who not only ran the hundred under ten seconds, but who also ran a good cross-country race; some who jumped six feet in the high jump, over twelve feet in the pole vault, and also ran in the first six positions in the National Interscholastic Cross-Country Championships; others who have done over 22 feet in the broad jump, but were not bad "hill-and-dalers." Not that a track and field performer in these events needs to do such work from a competitive standpoint, but these boys took it up, found it to their liking and carried on. The harvest is reaped in the middle-distance and distance fields. In high school a score of boys who have run the 440 in 49 to 51 seconds have come from the cross-country ranks. Hardly a season goes by that we do not have from three to six boys approaching two minutes in the half-mile, while in the mile practically every year, we have one or more who are below 4 minutes and 30 seconds, and some years as many as a half-dozen under 4 minutes and 40 seconds.

Today much enlightenment is available that refutes the old-time theory that distance running is bad, especially from the standpoint of developing the "athletic heart," and I will not even take the trouble to carry this point, which belongs back

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*IN THE army conditioning program (See Page 8, this issue), cross-country running has been given a prominent place. The informative talks given on the various phases of this subject at the National Track Coaches' Association meetings last December will be appreciated by the many coaches whose principal aim this fall is to have every boy in his school engaged in some strenuous activity.*

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in the dark ages, any further. Needless to say, cross-country running has been carried on in our high school since 1907 (35 years) and we have our first case of heart trouble to hear from. The developing points are high from an all-round standpoint; the majority of boys gain weight, either during the season (I have had some who gained as much as 15-20 pounds during a championship season) or directly following the close of the season: I have never had a boy who has lost excessive weight during a season. One reason is that we demand a physical examination before the season starts, and sometimes follow up with further examinations. This is done by the school physician. Further health values are gained because of the introduction of proper food and eating habits which we demand that our candidates observe. We know this is true, because of the appreciation received from parents who claim that they have never been able to adjust their boy's eating routine until he has gone out for the sport.

Cross-country running calls for a type of boy who does not know what the word quit means. It is so easy to drop out of a race because of a dozen reasons. Many boys who might become champions, if they would wait and learn the answers, never really find them out. The average inexperienced boy, lacking proper guidance, especially back in the hills where no one is apt to be watching, often will not offer enough fight, when he finds the competition getting tough. He finds his wind not what it should be, so he elects to follow an easier pace, slowing down until it means that he is finishing way back in the field. When such a condition is permitted to continue, especially through lack of proper coaching, many boys who might be good cross-country runners are lost. To the boy who, through proper coaching, learns to fight out these problems, come many of the characteristics that we so badly need today, especially in view of this present war. Cross-country runners seldom get the cheers of the crowd, but they do learn to stand on their own two feet and take it.

We attempt, in cross country, to prepare a boy for all emergencies and troubles that he will run into, and further to teach him the correct way to handle himself in running, as well as teaching as much generalship as possible. Unfortunately, many of these things must be learned the hard way through competition, and competition is measured from a standpoint of time so that it is a slow process. For this reason, we never cut a cross-country squad. We give every boy who comes out a chance to compete against outside competition in the form of either varsity, junior varsity, or freshman (beginner's) teams.

We also try to make the sport as pleasant as possible, and to make it so informative to each boy that he may see his daily improvement. In such ways we usually hold many boys that we might otherwise lose. In the first case, we have about twenty different courses, and change these courses during the period of a week so that possibly as many as four different ones may be run over. Many schools and colleges have only one or two courses, and in time even the best runners become bored because of the monotony of the same thing over and over again. We do not, as a rule, tell just what we have in mind from day to day, and the expectancy has some value. We have kept complete records of every boy who has ever run for us during the past twenty-one years, showing his time over such and such course. Such a record from run to run, week to week, and season to season accomplishes much in the building up of interest and resolves-to-do-better on the part of each contestant.

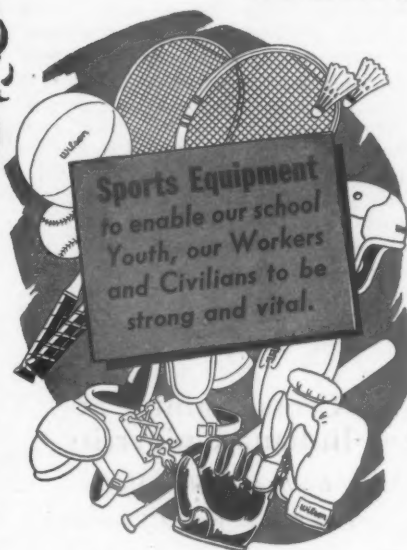
After getting under way, much of the coaching is done from an automobile where the form and race progress of each boy can be studied and corrected as he runs over the various courses. In this way, many a boy who otherwise might like to take it easy, finds that, under the stimulus of the coach's checking on him he runs on, even when he is tired, and, to his surprise, can keep up with the others. In this way cross-country runners are born. We have many axioms, and one of them is: "It is the easiest thing in the world to drop back in a cross-country race, and once that has happened the hardest thing to do is to catch up again." By using such statements in running we try to keep our better candidates up in the fore part of the pack, and prevent them from lagging behind.

To all our runners we strive to set an ideal. Ours is that in a championship run our entire entry list all tie for first and

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for OCTOBER, 1942

all break the course record. "Impossible!" you say. Not so much so. A few years ago in a race on Long Island in a field of over two hundred runners, we had six boys tie for first, with a seventh runner taking the next removed position and all breaking the course record. Last year in a dual run we had sixteen boys tie for first; and a few years ago in New York City in a field of over four hundred runners we had three boys tie for first and all break the course record.

Walking is a good exercise for preliminary training, but once cross country starts, all boys should think in terms of running. Furthermore, after the first few days of preliminary running, in which the distance is increased from one mile to a mile and a half, progressively, the pace is stepped up. I would rather have a boy run a fair half-mile in which he contributes some effort, than get out and jog three miles. One never runs at half speed in any race, so why train at that speed? Muscles must be developed and trained along the lines of demand.

All of our boys are told, and made, to warm up. This period lasts from fifteen minutes to half an hour, depending upon the individual. At least one-half to one mile of jogging, with increased speed until several short sprints have been taken, forms part of this period. Then body building and stretching exercises, which include the entire body, and especially the feet, form the rest. We also have our boys cool off after the workout, by walking around until a better heart and circulatory effect has been achieved.

All of the boys are shown the proper method of running—foot placement, body angle, and arm carriage. Then, with much of the running for the first few days done on the running track, as many as possible of each individual's weak points are corrected. Many of these are attempted time and time again, but only the more important ones. Right from the start, some attempt is made to develop judgment of pace, either by having the boys call out their own speed, or by calling to them just what they are doing. Later on this is done in terms of half-miles over some of the varsity courses. In our races the fields are always large: from two hundred to five hundred boys (I had a team run in one meet in which nearly six hundred boys started). One of the most important things is a fast start, which very few boys get, but which they must attempt and hope to get to the best of their ability, for without this start in such a large field they are lost. Therefore, much time is spent on this angle. Then we attempt to work our group along team lines, keeping our boys together so that they may help one another, but never asking a good runner to stay back and help a slower one. Instead, we attempt to get the slower one to give a little more. A school that cannot get its boys to think along these lines will

never have good team balance. Either much or little work is done on hill running, depending on the courses that we are asked to run over in competition. Good performers on hills are few and far between in cross country, and going up and down hill is an art. In going up hill, we work on compactness, while going down we want a boy to "free-wheel" without increasing his stride but increasing his pace.

In the last few years I have been working more and more on speed. Today, I feel that cross country is an all-year proposition. A cross-country runner must run in the spring to develop speed, and during the summer a fair condition must be maintained by lots of fast walking and some body-building exercises. During the fall, while distance running is stressed, all of these are put together to make the finished runner.

In this day and age, with younger boys taking part (in New York State they must be under nineteen years of age—between fifteen and nineteen), the leg power is not what it used to be. Due, possibly, to rapid growth, a boy does not have the co-ordination needed, especially for speed work. In the large fields of runners today, a boy who can sprint can sometimes pass as many as fifteen boys in the last two hundred yards. Where formerly I took it for granted that a boy had this ability, for the past half dozen years I have known that he has not: hence, the reason for stressing sprinting ability. When a distance runner swings over to sprinting action he is using new sets of muscles, and, no matter how tired, can accomplish that much more through this action.

## Cross-Country at Indiana University

By E. C. "Billy" Hayes

Track Coach, Indiana University

**B**ASIC work is given to all new candidates, after each individual's background of health, athletic experience, and motivation is carefully considered. This work is assigned as walking and running at various rates of pace over various distances. They are urged to alternate walking and running and cautioned not to exhaust themselves. The cross-country course has various types of footing and is up and down grade with a few level stretches. It usually requires about five or six workouts to prepare the inexperienced boys for tests on pace. These tests are given almost daily on the track or on a measured part of the course. The boy is urged to run at a pace within his ability for a certain distance. The pace might range from seventy to eighty seconds for a quarter-mile and the distance might be 220, 440, 660, or 880 yards, depending on the individual. This is an attempt to develop judgment to carry sus-

tained effort without exhaustion. When the boy acquires confidence in his ability to judge his capacity for work, his progress is assured. Most of our candidates, however, do not realize that considerable work is required over a period of several months to build the foundation for successful cross-country competition.

In the development of the program of work, I have used the following schedule for Lash, Deckard, Trutt, Smith, Wilt and others who have been able to run cross-country races in creditable time. The carry-over to track competition is evidenced by the fact that three of these boys ran the two miles under nine minutes, another 9:02 and the other 9:14; four of them ran one mile under 4:12, while Lash, with the best cross-country base, ran 4:07.2.

### The Schedule After Two Weeks of Preliminary Practice

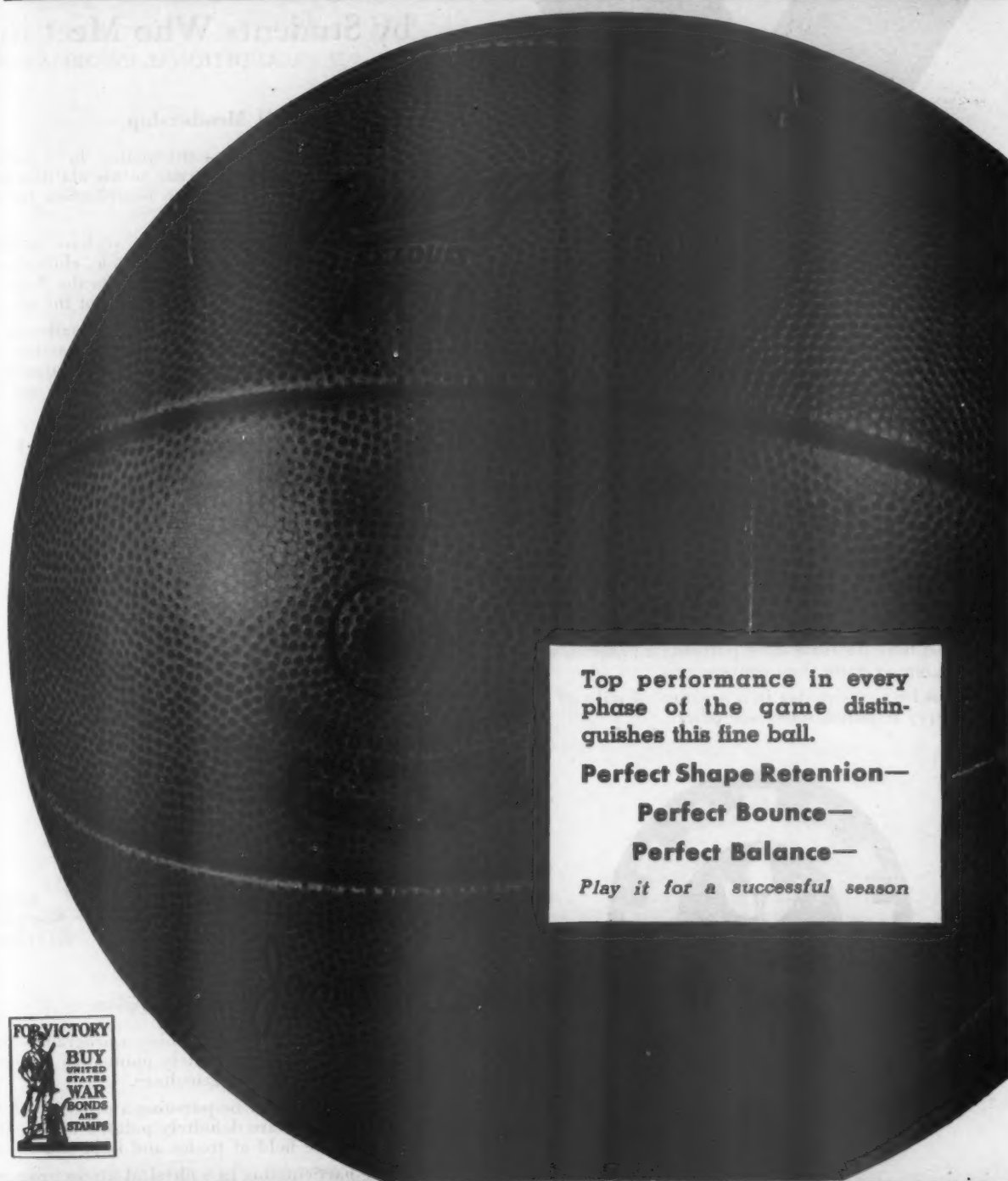
**Monday:** Usually called the over-distance day. The assignment is for double the distance of the first meet, probably six to seven miles, at various rates of pace, varying from a walk, through jogging, to good cross-country pace and including faster distance pace and ending with sprinting. This includes practically every type of running form and calls for an alert mind during the workout.

**Tuesday** is under-distance day. The distance of 440 to 880 yards is used and repeated at various rates. For an individual, it might be two 880's at a 2:25 to 2:30 pace, with emphasis on the first 880 as follows: first 440 in 72 to 73 seconds, second 440 in 74 to 76. Walk one lap. Then the second 880 as follows: first 440 in 74 to 76; second 440 in 72 or less. Follow with two extra 440's, reviewing the weakness made evident in the first and second assignments. End the work with several short sprints. You will note that this includes speed and pace, both fast and slow.

**Wednesday:** Run the actual distance or its equivalent by repeating on one-third to one-half of it at a pace somewhat slower than when fresh for competition. Three miles at a 5:30 to 5:40 average per mile, but making allowance for varying ability. Emphasize a fast finish. Follow with a 440, speeded up two to three seconds faster on the second 220 than on the first. Speed work may be taken by using the entire group on a continuous relay and keeping time on each man. They may repeat one or more times. Thus with twelve men running at an assigned pace of from 60 to 70 seconds, they would have ample time to recuperate and fill their assignment. We usually use groups of six to eight in this work and often find the entire workout may be given to good advantage in this type of work.

**Thursday:** Approximately the same as (Continued on page 35)

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## Land Service Division

\*a. Must have pursued or be pursuing a program which includes at least one year of high-school mathematics, or its equivalent in shop mathematics.

b. Must have pursued or be pursuing a program which includes at least one year of high-school laboratory science or its equivalent in shop science.

\*c. Must be participating in a program of physical fitness.

d. Must have pursued or be pursuing a program which includes one or more special preinduction courses.

e. Must have pursued or be pursuing a program which includes one or more shop courses.

f. Must be participating in a program of military drill. (a) and (c) required, select one other.



**Production  
Service  
Division**

## General Membership

1. The student should be participating in a school physical fitness program appropriate to his abilities and needs in the light of his probable contribution to the Nation's war effort.

2. The student should be studying or have studied school courses appropriate to his age, grade, ability, and probable immediate and future usefulness to the Nation's war effort, within the limits of the facilities of the school.

3. The student should be currently participating in at least one important continuing or recurring wartime activity or service of the types indicated in the suggestive list of Victory Corps service activities (see pages 6 and 7).



**Land  
Service  
Division**

## Production Service Division

a. Must have pursued or be pursuing a program which includes courses which are definitely pointed to preparation for work in the field of agriculture.

b. Must have pursued or be pursuing a program which includes courses which are definitely pointed to preparation for work in the field of trades and industry.

\*c. Must be participating in a physical fitness program.

d. Must have engaged or be engaging in part-time work, either paid or voluntary, in some form of production.

e. Must be participating in a program of military drill. (c) required, select two others.

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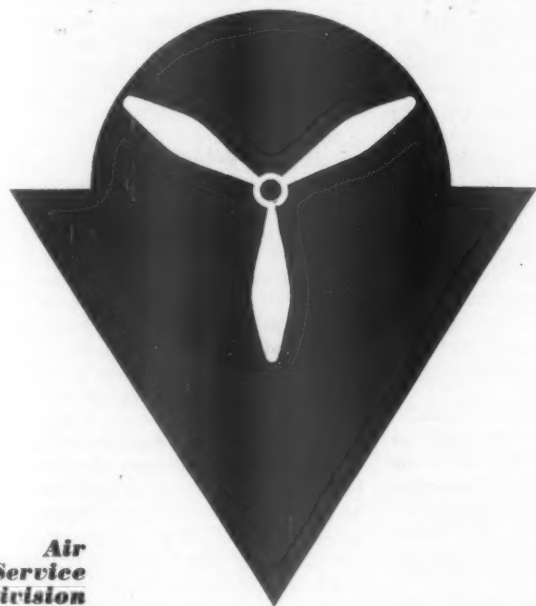
a. Must have pursued or be pursuing a program which includes one year of high-school physics and three years of high-school mathematics.

b. Must have pursued or be pursuing a course in pre-flight aeronautics.

c. Must have pursued or be pursuing a course in automotive mechanics, radio, electricity or a vocational shop course which gives preliminary preparation for the servicing, maintenance or repair of aircraft.

\*d. Must be participating in a program of physical fitness.

e. Must be participating in a program of military drill.  
(d) required, select two others.



**Air  
Service  
Division**

## Sea Service Division

\*a. Must have pursued or be pursuing a program which includes courses in high-school mathematics, preferably through plane trigonometry.

b. Must have pursued or be pursuing a program which includes at least one year of high-school laboratory science, preferably elementary physics.

\*c. Must be participating in a program of physical fitness.

d. Must have pursued or be pursuing a course in the elements of navigation.

e. Must have pursued or be pursuing one or more shop courses.

f. Must be participating in a program of military drill.  
(a) and (c) required, select one other.



**Community  
Service  
Division**

## Community Service Division

a. Must have pursued or be pursuing a program which includes courses definitely pointed to preparation for service occupations at the professional level.

b. Must have pursued or be pursuing a program which includes courses definitely pointed to preparation for commercial, distributive, homemaking or similar community service occupations to be entered upon leaving high school.

c. Must be engaging in some form of part-time work, either paid or voluntary, in some form of community service.

\*d. Must be participating in a program of physical fitness. (Required)

e. Must be participating in a program of military drill.



**Sea  
Service  
Division**

# Interesting Coaching Hints from the Texas Coaching School

(Continued from page 13)

down to the one-yard line and there are only a few seconds left in the half period, it is a good policy to call two plays so as to be able to run the second play without huddling or wasting any time. Notre Dame scored a touchdown against Illinois the past season by using this strategy.

When his team is ahead, the quarterback should delay the game by running his plays as slowly as possible. He should use the same tactics when the wind is against him. When his team is behind in the ball game, or when the wind is blowing with the offensive team, the quarterback should hustle his plays and get them off as quickly as possible.

The quarterback should run plays around a smashing end and run them inside of an end which drifts. Since the defensive tackles are usually the key men on defense, the quarterback should find out, as early in the game as possible, what type of attack will work best against them.

The quarterback should also know something of the personnel of the defensive men who make up the pass defense. If there is a weak man in the pass defense, the quarterback should use this information in the selection of his pass plays. Whenever the quarterback finds a weakness in the defensive team, he should revert to this weakness only when necessary to keep his offensive going. The quarterback should have a preconceived attack, but should change it as conditions dictate.

## Guard Play

By C. W. Whitworth

The guard should take a stance with his left foot slightly in advance of his right foot and with his buttocks slightly lower than his shoulders. He should "toe in," and his entire weight should be on the balls of his feet. He should use a stance with his feet fairly close together, somewhat as a sprinter does. He should be in a position to pull out to either side or to drive straight ahead.

In pulling out of the line and into the interference, the guard should step out with the foot in the direction in which he is going. If it is an off-tackle play, the guard should run parallel to the line of scrimmage and as close to the line of scrimmage as possible. In case the guard is to lead the ball-carrier through a hole just inside the defensive tackle, he should step backward slightly on his first step. In leading a play around the defensive end, he should even pull back deeper.

In blocking a line-backer, the guard should use a shoulder block and go into a

cross-body block, if the backer-up is hiding behind a defensive tackle. If the guard finds the backer-up in the hole through which the play is to go, he should run over him with a shoulder block. In any case, when the backer is beyond the hole through which the play is to go, the guard will use a body-block in screening the defensive man away from the ball-carrier.

It is a very good plan to teach the offensive guards to try to beat the signal a little. The guard is usually asked to do the same work as a blocking back, and since the position in which he is located is not so advantageous as that of the blocking back, he must either be faster than the ball-carrier or beat the signal just a little bit, in order to be able to carry out his assignment satisfactorily.

A mechanical apparatus is used at the University of Georgia to teach offensive linemen to run interference. This apparatus is made in the following way: Chicken wire is stretched over posts which are four feet in height. The linemen are given exercises and drills in running under this wire. It is a fine aid in getting the interferers to run with a low interference.

In pulling into the interference, the guard should turn his head so that he can constantly keep the opponent, he is going to block, in view. It is an absolute impossibility to block an opponent, if the interferer has blinders on. Therefore, the guard should take every opportunity to see the defensive man he is going to block at all times.

When the weak-side guard is blocking an over-shifted defensive right tackle on pass plays, he should drive into the tackle with a hard shoulder block and then slide into a right high-body block. The strong-side guard, in filling up the hole vacated by a pulling center, should force the defensive guard to run over him by driving into the defensive man with a high back block.

## Backfield Play

By Joe Bailey Cheaney

The first thing that should be considered in the study of backfield play is the qualifications of a back. The first and probably the most important qualification of a backfield man is speed. Some coaches have developed more "All-America" backs than I have ever seen. However that fact has not solved all of their problems; and it still remains a fact that a coach has no better chance of making a great back out of a slow player than a trainer can make a Kentucky Derby win-

ner out of a plow horse. Speed as an essential characteristic of great backs was very clearly brought to light just a few weeks ago when in a great track meet of the armed forces, four "All-America" backs won a sprint relay race in a field of relay teams some of which were made up of the very fastest sprinters in the United States. It is possible for a coach to improve a boy's speed somewhat but to no great extent. A coach can help the boy in his ability to react quickly, and he can improve his form in running.

Other qualifications of a back are spirit, power, co-ordination, ball-handling ability, drive, split vision, and relaxation. All of these qualifications are not of equal importance; however, all great backfield men have had them to a marked degree. A back with all the qualifications but power and drive is worthless; a player with all qualifications but spirit could never make an average player. A back who cannot handle the ball, one who cannot kick, pass, and spin with the ball, has limited possibilities.

### Backfield Stance

One of the first duties of a backfield coach is to teach the different stances which he wishes to employ in his particular system of offense and defense. There are three types of offensive stance in use today.

*The Upright Stance* is one in which the back stands erect with his hands extended and with his weight balanced on the balls of his feet. A slight change was made recently with respect to the hands. Formerly the hands were extended with palms up; now the upper arms are allowed to hang down as part of the body and forearms are extended with the palms of the hands up. This stance is used when the backs are stationed from seven to ten yards back of the center.

*The Semi-Upright Stance* is one in which the back has both knees bent, both feet parallel to the line of scrimmage, about eighteen to twenty-four inches apart, both forearms resting across the thighs, with his hands and fingers relaxed. His weight should be balanced on the balls of his feet. A variation is one in which the hands rest on the knees instead of the forearms resting on the knees. This stance is the most practical for all purposes. From this position, it is easy for a player to start quickly to his right or left. This stance is a very good one to use when the ball is passed directly from the center to the back.

The third stance in modern use is *The Crouch Stance*. The back who uses this stance has both knees bent, one hand on

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the ground, the other forearm across his thigh, with either foot slightly back, and with his weight balanced on the balls of his feet. This stance is a very good one to use when the back is to charge straight ahead. It is also used to an advantage when the back is to receive the ball on an indirect pass from center.

In determining the kind of stance to use, it is well to consider what is expected of the back. Since the wing-back is used a great deal in blocking straight ahead, it is probably better for him to assume a crouch stance. The up-back or blocking back moves laterally on many plays; therefore it would be to his advantage to assume the semi-upright stance. It is possible that in the same backfield different backs will assume different stances. Much practice and drill should be given to correcting backfield stance. Some coaches have all the backs assume one stance before shifting and another after shifting into their offensive formation.

Regardless of the particular stance which a player is to use, there are elements which are necessary to all three types.

The feet of a backfield man should be from eighteen to twenty-five inches apart. Most boys assume too wide a stance. It is easier for the back to start laterally, when his feet are not too wide. If a player is to take a ball as he moves laterally, he should step with his foot in the direction he is going, if his initial position is less than four and a half yards back of the center. In going to the right he should step out with his right foot with his buttocks low, and with his weight on the balls of his feet. It is important for the back to move his feet, before he does his body going laterally.

It is important that the player's weight be balanced on the ball of his feet instead of on his toes.

Another element is that one or both hands must be completely relaxed.

One important element is that the player must have the ability to move fast in any direction.

The last consideration is that the player must have split vision.

#### *Advantages and Disadvantages of Crouch Stance*

As to the advantages of the crouch stance, it forces the center to make a low pass which is well hidden and which tends to hide the backs from the secondary defense. It is a common opinion among college coaches that a player can start faster straight ahead, when he uses the crouch stance. The back is in a better position to block a tackle than when he uses the semi-upright stance.

On the other hand, a player using the crouch stance has difficulty in starting to the right or left, and he also finds it difficult to receive and handle the ball from

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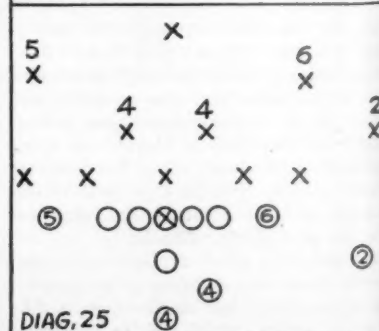
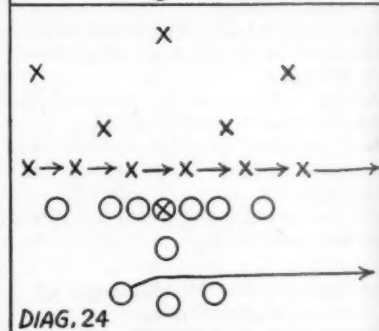
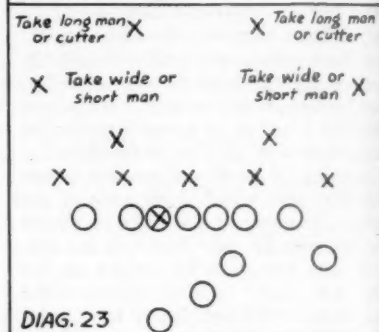
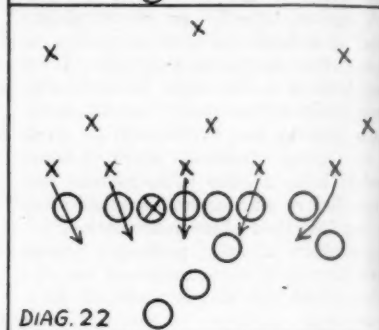
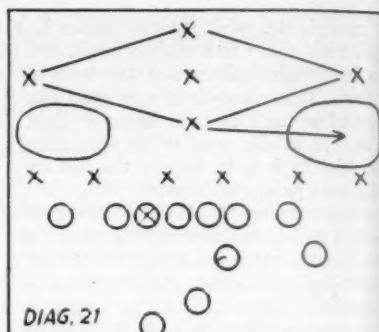
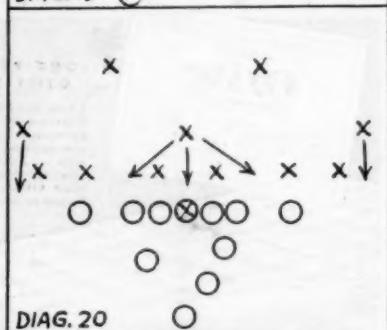
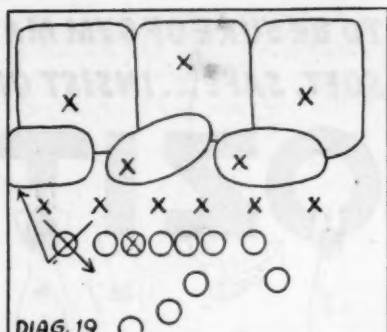
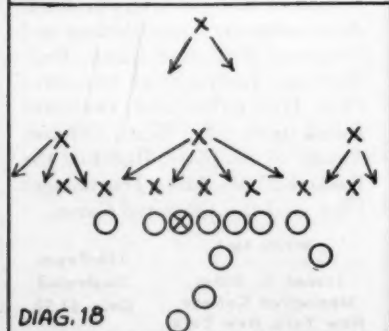
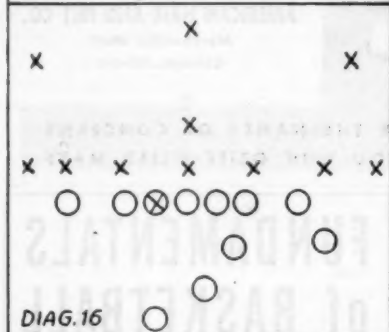
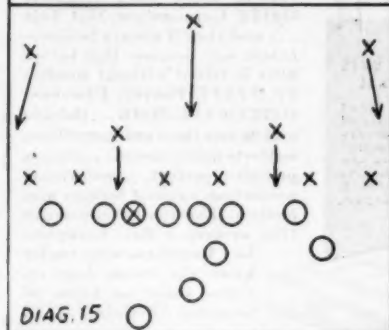
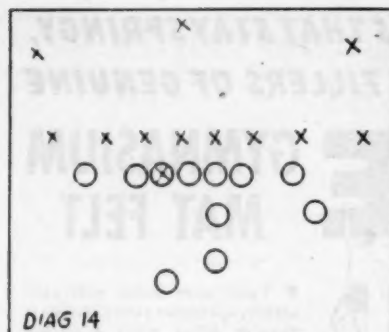
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the snapper-back. In the crouch stance, a back is often thrown off balance by having too much weight on the hand that is down. Another disadvantage of this stance is that a back is not in a position to get a good vision of the defensive team.

### Advantages and Disadvantages of the Semi-Upright Stance

It is easy for a player to maintain his balance and body control when he uses a semi-upright stance. This stance also allows the back to get a faster start to the left or right. It allows the player to maintain complete relaxation. In contrast to the crouch stance, the semi-upright stance allows the back to get a good vision of the teams. In a spinner play, a boy employing this stance is able to pivot on deception plays a little more easily.

In spite of the above advantages, there are some characteristics of the semi-upright stance which must be taken into consideration before one passes judgment on its value. Backs employing this stance get off to a slower start on bucks and straight-ahead plays into the line. It gives the secondary a clear view of the offensive backs, and it causes passes from the center to be made too high.

## Team Defense

By Jack Cisco

High school coaches often ask what type of defense should be used against a certain formation. This question cannot be answered correctly unless something is

(Continued on page 35)



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# So You Are Trying Out for the Basketball Team

## A Letter from a Father to His Son

By Brice Durbin

Superintendent of Schools, Burns, Kansas

Dear Son:

You are going out for high school basketball and I know you are interested in making the squad and, incidentally, you would like to make the team some time during your high school career. You can do both, but if you are to realize your ambition there are several things you should consider while you are working toward that end. The purpose of this letter is to call a few of these points to your attention. I hope you will check all of them carefully and work toward the accomplishment of as many as possible.

In the first place, making a basketball team does not consist in merely going out to practice, learning to shoot baskets, guard, and pass the ball. These are the mechanics of the game that are very essential to success. However, you can become very proficient in these skills and still not make the team in the sense that it should be done, if you really catch the spirit of this great game. After all, you are not playing basketball just for the sake of playing basketball. If that were the only purpose of the game, then I doubt very much if there would be much gained in this sport, although I still feel it would be worth while. Incidentally, when you have learned to play the game well, you have acquired some valuable traits that will carry over into life. After all, there is not much difference in the character traits we must possess to succeed in any walk in life. The principles you must follow in basketball are principles you must follow in any worth-while undertaking.

Ability to play basketball at your best demands that you must have a fundamental philosophy of life. It demands that you must understand the basic philosophy of the democracy of which you are a part. You are lucky enough to live in a nation which permits each individual to determine his own destiny, and in doing that, he helps determine the destiny of the great nation of which he is a part. This ideal must not be overlooked in anything you undertake. Whatever you do must be done with the realization that it will contribute a part—even though small—to the kind of nation in which you live. This tiny bit you do, cannot be thought of lightly. After all, the great nation we have is the result of the sum total of all the lives that go to make it up. In that

*THE accompanying letter which is printed with the permission of the father who wrote it to his son is filled with the philosophy that every coach would like to have the fathers of his basketball players give their sons as they start their basketball careers. Superintendent Durbin of Burns, Kansas, wrote this letter to his son last fall as Brice Durbin, Jr. came out for the basketball team.*

realization, let us proceed to a discussion of some fundamentals of basketball that contribute directly to this great democracy.

If you have the ability to play basketball, then you are doing a service to your school by going out and trying to make the team. If you make the team, you have contributed to a better basketball team, simply because your place would be filled by someone inferior, if you refused to go out. In doing this, you are helping make your school a better one. You are helping it to excel in this sport. After all, every school should do its best in every department. When it fails to do that it is contributing to the weakening of the American Way of Life because it is not doing its best. The school cannot do its best unless every person in the school does his or her best. Your willingness to go out, then, is a very important point and you should go out and try, even if you fail, because you owe it to your school. In doing this you are learning to do something for the school—something outside yourself—which helps keep us from growing selfish. After all, selfishness is an undermining force in any social order, and we must acquire an unselfish attitude if we are to do our part in this great democracy of ours.

When you go out you face the problem of association with others. You come in contact with your coach first, and at this time I want to give you a few words of advice about your relationship with him. He is your superior. He has been selected by the authorities in the school who have received their power from duly elected representatives of the people. While he is your coach, you are to be loyal to him as a coach—always as a man—and do nothing to make his position a difficult one. He will have enough problems, if every boy on the team is loyal and co-operating

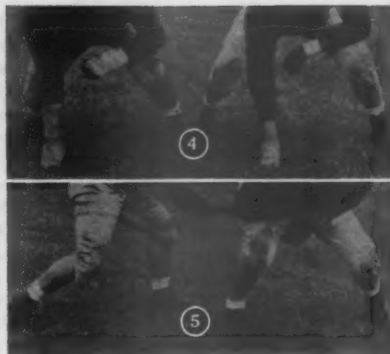
in every way possible. You owe it to him to do more than your part, so he can have all available time to devote to problems over which you have no control. In short, you should never create a problem but, on the other hand, do your part so well that you will minimize the time required for your coaching. He needs all of his time to be doing positive duties and should not have to spend any time disciplining players. He will do some things with which you will probably disagree. You will see his faults—perhaps many of them. However, you can soon cure yourself of this peculiar malady, that seems to hit all of us at times, by merely looking at yourself and discovering that you likewise have many faults. We can always find fault with the world, but we can likewise find what is right with the world and do those things that are right. You can be so busy building your own life and trying to do right things that you won't have time to pick the flaws in the other fellow.

Contribute all you can to the success of your coach by doing your best. This reminds me of a point little realized by selfish people. In a democracy, every successful person means a lot to us. The more people we have that are successful, the better democracy we have to live in, and the better that democracy, the better it is for us. When the other fellow is succeeding, we are succeeding although we sometimes overlook this fundamental point. Let it never be said that you did anything to damage his position as a coach. You are not the judge of his ability as a coach. It is not within your ken. His superiors are the ones to determine that. If you will just realize your own position and work toward the realization of that, you won't have time to judge him. When we come to an understanding of the things, we must do in this world, we appreciate more fully the position of the other fellow. While you are out for basketball, let the world judge you as a player and not as a critic of others. Radiate harmony, industry, co-operation, and a fine spirit and you will be judged rightly, and you will derive the only sense of satisfaction that counts in this world.

You can help the coach by taking proper attitude toward the boys on the squad. You should do your best to make every boy on the squad the best possible



Illustration 1, the position of the feet of a lineman in his offensive stance. The toe of his right foot is in line with the heel of his left foot. His toes are pointing straight ahead and



his weight is well distributed on the balls of both feet. The left heel is slightly raised off the ground while the right is raised a few inches. The distance between the two feet varies with the individual linemen, but it generally runs between eighteen and twenty-four inches.

Illustration 2 shows the position of the feet of an offensive lineman pulling out of the line for interference. He has practically pivoted on the heel of his right foot, although he has gained a little ground. Notice the right foot pointing straight in the direction he is going and the drive off the ball of his left foot.

In Illustration 3, note the position of the feet of an offensive lineman on his second step after he has pulled out of the line. Notice how his left foot is pointing straight in the direction he is going and the drive off the toes of his right foot. (Incidentally a strain on a shoe.)

The position of the feet of two offensive linemen is shown in Illustration 4 when they are lined up side by side on the line of scrimmage. Notice that they both have their right feet back.

In Illustration 5, the position of the feet of two linemen is shown when one of the offensive linemen is pulling out to the left for interference. The offensive lineman remaining in the line has charged forward with his right foot, in order to give room for the lineman pulling out of the line; thus he will not be driven too far back. Notice the feet of the lineman pulling out. He has pivoted and has stepped back about four inches with his left foot, but he has gained a little ground to his left; his foot is pointing in the direction he is going. He also is driving off the ball of his right foot.

Illustration 6 shows the position of the feet of a defensive lineman who is using a four-point stance. He is driving off of the toes of both feet. (Another terrific strain on a football shoe.)

In Illustration 7, the position of the feet of a defensive lineman who has submarined is shown. He has charged forward off of the toes of both feet and is about to spring up.



line with the heel of his left foot. His weight is well distributed on the balls of both feet. Care should be taken that his feet are not too far apart.

The position of the feet of an offensive center is illustrated in 8. The toe of his right foot is in

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In keeping with government orders for the scrapping of all metal used in cuts, we have turned in our zincs and copper half tones. Before doing this we had a few reprints made of the football plays of recent years. There is no reading in connection with these plays but the blocking assignments are definite enough so that the plays are valuable. There are also available some reprints of illustrations of fundamentals. These will be of interest to new subscribers who have not had access to the publication in recent years. There is a charge of twenty-five cents for these reprints.

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player. This might mean that someone else will get your place on the team. Don't pay any attention to that. You should not expect to make the team, if there are five on the squad capable of playing a better game than you. An undeserving victory is worse than no victory at all. Your chief concern should be that the coach be able to build the best possible team out of the material he has. Whatever your position might be on the squad, you can be a tremendous influence in making the team a success. If you are a sub, then be the best possible sub. Do your best to make the first team, the best possible first team. Be at every practice so you can be of service during the session, if your services are needed. Don't miss a single one. Remember that the world wants someone on whom it can depend. If you are a regular at basketball practice, you will be a regular at whatever position you might have later in life. The traits you acquire on the basketball court will carry over into life. We carry our whole history around with us and we must never lose sight of this one fact.

You must learn to rejoice in the success of your fellow players. When they do something worth while, you must commend them. You must be able to share their joys as well as their sorrows. Be especially alert to the latter. Many people have failed in life simply because there didn't seem to be anyone who cared if they did fail. When a boy has had an especially bad night of it, go to him and give him some encouragement and let him know that you are concerned about his success. Many times it is the little spark that sets a despondent person's soul on fire and sends him forth in the world a success. What a fine thing it would be to know that you have been responsible for a successful life simply by taking an interest in another when failure stared him in the face. It makes a lot of difference in our lives if we know that someone is interested in our success, and also is grieved when we fail.

You are likely to be carried away by the glamour of the game and perhaps feel that your own personal gain is important, so important that you will be selfish and do those things that will enable you to be in the limelight. In doing this you might be selfish and neglect the others and show a selfishness that makes you disliked by those around you. Never lose sight of the fact that selfishness repels friendships. The sure proof of this is your own feeling toward selfish people. Others feel the same way toward you, if you show yourself to be a selfish individual. So when you are tempted to sacrifice principle for temporary gain just remember that immediate gain is sometimes not to be desired. The person who steals, gains for the time being but in the ultimate, he pays and pays a terrible price for that gain. Life must be lived through the years.

What you do at fifteen will have much to do with the kind of life you are living at fifty and sixty and seventy. Many men live their lives only for immediate advantage. They never take the long-time viewpoint. As a result they become cynical old men, sometimes derelicts, simply because they failed to follow right principles in life. "If youth only knew what age can tell," is a fine adage to follow. Your face fifty years from now will reflect the kind of fellow you are now. For that reason, do not fall a snare to glamour. It is here today and gone tomorrow. Let glamour be incidental, never seek it.

Deal kindly with your fellow players. Kindness and love will carry you through, when all other methods have failed. Don't consider for a moment what other people are going to do in their relationship with you. Be more concerned about what you are going to do in your relationship with them. If you do your part, you will never need worry about what the other fellow will do. The person, who will tell you that you cannot deal kindly with the world and get along, has never been persistent in his attempt to radiate kindness and love. It is the only method that will give lasting value. Kindness and love toward others, interest in their welfare, rejoicing in their victories, weeping with them in adversity—all these will contribute to a successful life. If you never hate, are never jealous and envious of others, are never greedy and spiteful, then you can reasonably conclude that you will never be a victim of these things. People who are envious, jealous, hateful, spiteful, and otherwise disagreeable are the victims of their own follies. Radiate love and love will come back to you. Thus I admonish you to never sacrifice a principle for an immediate gain. Cling to principle always, and in the end, you will be victorious.

Then, too, you will make mistakes. When you make a mistake, be the first to acknowledge it. Never alibi to the coach. Face up to life in every way. Dodging an issue does not settle it, but merely postpones it. Don't weaken your individual self and make your life unhappy by worrying all night over something you could have settled the day before. When a problem arises, do something about it as quickly as possible. Give the other fellow the benefit of the doubt. Be willing to give a little extra weight in the other fellow's behalf. What I mean to say is that I would not demand the exact weight for myself. It is better to go the second and third miles, for you will gain in the end. And the fellow with whom you go the extra mile might catch the spirit.

Knowledge—you can't have too much of this. Study the game and try to learn all there is to be known about it. Your study of the game should be so thorough that it becomes as much a part of you as

the most perfectly established habit. This can only be acquired by intensive study. Read and re-read and in your leisure time meditate over it. Life is a matter of percentage. If there were one hundred techniques to master for perfection and you mastered ninety per cent of them, you would have a better chance than one who had mastered only fifty per cent of them. This applies to your ability to do anything. So in the game of basketball, list all the techniques required for the best player and work toward their perfection. The more nearly you come to complete mastery, the greater your success. This will require ability to endure drudgery. Repetition will be monotonous, but only through hardening yourself to drudgery can you hope to master fundamentals.

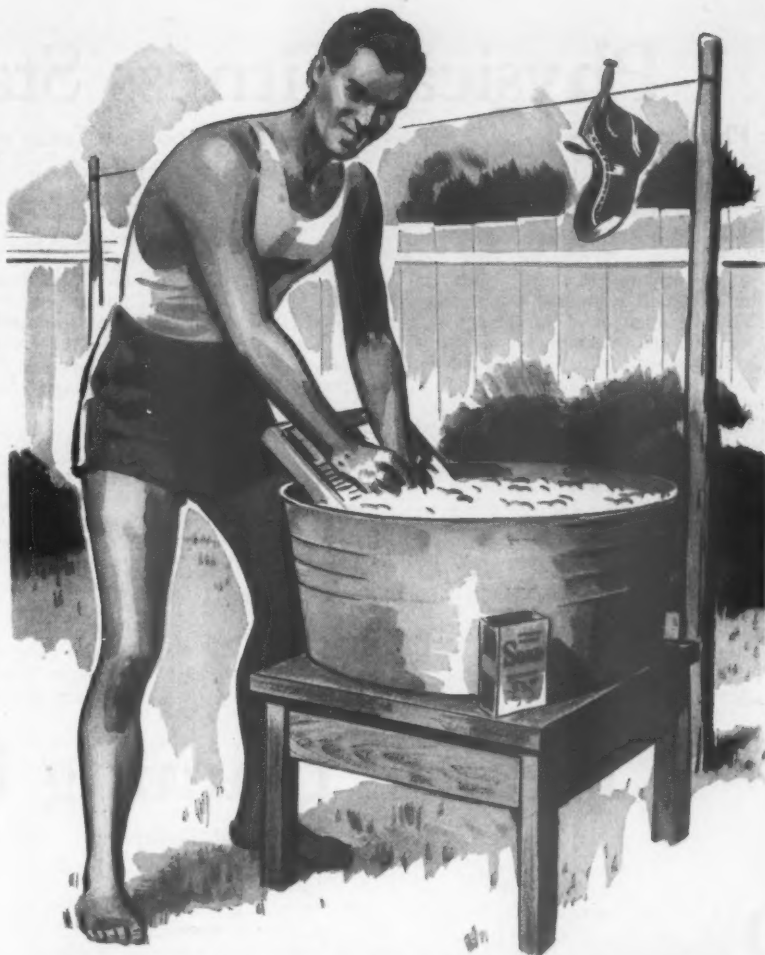
Your relationship with officials is important. All your relationships are important. Some require more attention than others, but all should be done equally well. The official is ruler of the game. He is the final authority and what he says is law. You must recognize this and be willing to conform to his decisions. Sometimes you will think he has made a mistake—you will know, in some instances, that he has missed a decision. That will happen because he is human and thereby subject to err. It is your duty to have faith in his integrity and always believe that he is doing what he thinks is right. You must accept his decisions graciously.

So far as your relation with the crowd is concerned, let that come only through your actions on and off the court. If you are a real sportsman and do your part, play with the other fellows unselfishly, pat them on the back when they make a good play, assist your opponent to his feet, and apologize for any foul you commit, you will not have to worry about what the crowd thinks. The crowd loves real sportsmanship and loves an unselfish player. Exemplify these fine qualities in all of your actions.

Finally, keep constantly in mind that you are building a life. The kind of basketball player you are will reflect the kind of man you will be tomorrow. Live at your best on the basketball court. You are determining the lives of those who come after you. The boys in the grades are watching you. They will emulate you in many ways. Don't do anything to let one of these little fellows down. Give them some ideals to shoot at. Follow the precepts set forth above and long after you have folded up your suit and put it in the locker, long after you have left the school and become a part of the every day life of America, the ideals you exemplified on the court will be carried on. They will be transmitted to others by those who watched you perform. Your ideals will be reflected in the lives of others.

Sincerely,

Dad.



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# Physical Fitness Standards

The Physical Fitness Standards as used in the schools of Texas may be helpful in setting up your measurement standards.

## BOYS—JUNIOR HIGH SCHOOL

1. Have an A or B rating in good body carriage.
2. Walk 2 miles in 30 minutes.
3. Run 50 yards in 7 seconds.
4. Run and walk one mile in 9 minutes.
5. Carry a companion of own weight a distance of 50 yards.
6. Do 7 pull-ups (chinings) in succession.
7. Do 15 push-ups (dips) in succession on the floor.
8. Do 15 sit-ups in succession from a lying position, arms folded on the chest.
9. Climb a rope to a height of 12 feet twice in succession.
10. Vault a bar or fence chest high twice in succession.
11. Do a standing broad jump of 6 feet, 6 inches; a running broad jump of 12 feet.
12. Do a running high jump of 4 feet, or a jump and reach of 15 inches.
13. Throw a baseball 120 feet on the fly, or throw a soft ball 100 feet, or throw a basketball 60 feet.
14. Do a running dive and forward roll on a mat a distance of 6 feet.
15. Swim 40 yards; ride a bicycle 4 miles in 30 minutes; walk 5 miles in 1½ hours.
16. Play a total of ten games as a team member in one or two athletic sports.

## BOYS—SENIOR HIGH SCHOOL

1. Have an A or B rating in good body carriage.
2. Walk 4 miles in one hour.
3. Run 100 yards in 13 seconds.
4. Run one mile in 7 minutes.
5. Carry a companion of own weight a distance of 100 yards.
6. Do 10 pull-ups (chins) in succession.
7. Do 10 dips on the parallel bars, or 20 push-ups on the floor.
8. Do 15 sit-ups in succession from a lying position, arms on chest.
9. Climb a rope to a height of 12 feet three (3) times in succession.
10. Vault a bar, chest high.
11. Do a standing broad jump of 7 feet, 6 inches; a running broad jump of 14 feet.
12. Throw a baseball 175 feet, a softball 125 feet, a basketball 70 feet.
13. Punt a football or a soccer ball 35 yards on the fly.
14. Do a running dive and forward roll on a mat a distance of 6 feet.
15. Swim 60 yds; ride a bicycle 5 miles without stopping; walk 10 miles in 3 hours.
16. Take part regularly in a team sport, for a season.

# Health Training for All

By Paul Taliaferro  
Bowie, Texas, High School

OUT of the present world conflict will develop many innovations, transformations, and changes; and not the least important will be the changed American viewpoint on public school physical education and athletics. The First World War showed the need for physical training since the conscription of men discovered hundreds of thousands of America's youth unfit for military training and war service. Unsuspected cases of chronic diseases were discovered and some of these cases were detected early enough that the victims were given successful cures. Likewise, other types of physical handicaps were found and the incipient cases were curable and the handicapped were restored to normal health.

Regardless of the cause or nature of the abnormality, the sum total was a big detriment to the American man-power needed at that critical time. All of these facts are well known to the physical education trained people but not to the great American public. This is especially true of the large group that wants the old traditional school that was operated for the select. Today, the average American boy is taller and heavier than the boy of his age-group during the last war. This is a welcomed fact, but we have not done the job well enough. The Selected Service draft of today has also found too large a number of America's youth unfit for military service.

A great number of those accepted have not had any physical training or health education. This fact is making it necessary that the period of training be longer for those boys before they are ready for active service. America's coaches again have been called upon to give the boys some help, and are giving physical training to youths all over the nation. Much of this training should have been given in our public high schools.

A few of our high schools had this training in their curriculums before the war and in the years that followed the last war a number of other school systems began some type of physical training. However, as the war and its findings became history some discontinued their physical education programs during the 1920's and others in more recent years, while still other schools gradually limited their programs to certain sports and to specialized groups in those schools. However, a few of the school systems have carried on a well-balanced program since the war.

There are a number of reasons, most of them based on prejudiced criticism, for this inadequate national physical education program. One of the noteworthy reasons for the discontinuance of the program has been the critical influential members of America's public. The criticisms have been, "Too much fun and play, and not enough study and work." The sensitive

administrators have heeded the criticism and readjusted the curriculum to the traditional school of the past. There are also schools that have refused to employ a physical education teacher or teachers and to spend the required money on the program, giving the excuse that it costs too much and could not be afforded. At the same time, year after year, these schools continued courses in their curriculum that had the minimum permissible enrollment. These were traditional courses that had academic interest for a very limited few. Regardless of the excuse for not having the physical training, the true values to the students have not been weighed.

This article does not propose to tell how to set up a physical education program. Volumes have been written on this subject and are available for study, reference, and research. This makes it possible for schools without physical education experts to have a well-planned program of a beneficial type. This article has been written to stress the fact that public school administrators and boards of education have a public obligation to each boy and girl for a chance at physical and health training. School administrators at the same time have a patriotic obligation to their country to develop a youth of more abundant health and physical fitness.

Regardless of the part the boy or girl may play in the war, whether it be a

soldier, sailor, marine, nurse, or production worker, his or her physical fitness and health will not only pay the youth dividends but also the nation. In a post-war America this training will have a permanent carry over value that only a few other educational investments will have. This is true because physical fitness and health have always been, and will ever be, one of the essentials to man's happiness. There can be no more justifiable reason for every public school starting or continuing a well-planned and well-executed program of health training for the youth of America.

## Team Defense

(Continued from page 28)

known of the abilities and habits of the team using this particular formation and the personnel of the team which is to employ the defense. The same principle holds with respect to the kind of pass defense which should be used against certain offensive formations. A team should be taught to use several defenses and should be taught when, and under what conditions, to use them. Different defenses operated from an eight, seven, six, or five-man line are shown in Diagrams 14-25.

The 8-2-1 in Diagram 14 is a good one to use when the ball is located close to the side line.

The 8-3 shown in Diagram 15 may be used near the goal line. A zone defense must be used against passes.

When employing the 7-1-2-1 shown in Diagram 16, the team must use a zone defense.

The 7-2-2 shown in Diagram 17 is for a man-to-man defense. It should not be used unless the opponents have no quick kicker or unless the defensive team wishes to invite a quick kick. It is generally used in a defensive team's own territory.

The 6-2-2-1 of Diagram 19 is best adapted to a zone defense.

The 6-3-2 of Diagram 20 is used for man-to-man defense. Three groups of three defensive men should work in units.

In the 5-3-2-1 of Diagram 22, zone, man-for-man or combination may be used.

Diagrams 24 and 25 are suggested defenses against the "T" formation.

## Cross-Country Running Given a New Impetus

(Continued from page 22)

Tuesday. The first half-mile of the race may be assigned, giving the boys an opportunity to use their judgment on pace. After checking results, give them another half-mile at the pace used in the middle of the race. Check on results, then assign the last half-mile of the race with emphasis on a strong finish. These efforts require good judgment of pace and the in-



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interval between them should be from two to five minutes. Following this pace work, speed work is given. Then those recuperating well should have two 440's, just short of their maximum speed. However, 220's or 110's might be substituted for this speed work.

**Friday:** Walk four or five miles—no running.

**Saturday:** Warm up carefully and run the race with good judgment. After the race, continue walking or jogging for a five- to ten-minute period of recuperation. It has been proven to me, without exception that contestants recuperate faster, and with less distress, by continuing action after the finish of an exhausting effort.

Too much emphasis cannot be placed on requiring boys to go through a period of warm-up which will involve body conditioning for an extended effort. This applies to practice as well as to competitive races.

## Cross-Country Running in High Schools and Colleges

By Ray Sears

Track Coach, Butler University

TEN years ago this year I was introduced to the art of cross-country running by Hermon Phillips, then coach at Butler University and now at Purdue University. In those ten years I have had occasion to do some cross-country running and witness a great deal of running, in addition to being asked many questions concerning cross-country running. These questions have been many, and of a varied nature. Some people merely were seeking information, while others were evidently misinformed as to the effects of cross-country competition upon the physical welfare of the athletes. Thus, with so many questions being asked, various methods arose in my mind as to how we might actually determine the status of cross-country running in the high schools and the colleges in the United States.

At the outset, it might be well to trace the origin and development of cross-country running as a sort of refresher. In the first place, cross-country running can be rightfully attributed to the colleges of England where organized cross country first developed. However, in tracing a bit farther back we find that the first type of cross country ever conducted was by the American Indian. The Seneca Indians were the first people we can record as actually competing in cross-country races as an individual sport. In most of these races the prize was the pick of the Indian squaws as a bride, and in other cases as little as a sack of flour. Lewis Bennett, a Seneca Indian known as Chief Lightfoot, migrated to England in 1833 and probably

became the first cross-country coach on record. While in England he did a great deal of running and set many records, several of which remain unbroken even today. He instructed the students of Oxford and Cambridge in the art of cross-country running, and from him grew the first organized cross-country running in our colleges. The Oxford-Cambridge Hare-and-Hound Club is probably the oldest organized club to sponsor cross-country running, and it is from this organization that we get a great deal of our early experience as to the art of cross-country running. Every year at Horton Kirby, a place near London, the famous hare-and-hound race between Oxford and Cambridge Universities is held. So great is the interest in this race that it is necessary to run special trains to the scene of the race. To add additional atmosphere, many of the spectators wear scarlet coats and ride horseback to the race accompanied by a number of hound dogs, which all lends to the spirit of the occasion. This type of race, run annually, takes the following route: for the first four and one-half miles, the race runs upward over plowed ground, over fences, and through woods; the course downhill, over more fences and through various types of woods; and the last one and one-fourth miles or so is run across country meadows to the finish line. This is a distance of seven or eight miles, compared to our own college race of about four miles.

The chief difference between English cross-country running and our own is that the runners get in condition by running. They do not think anything of covering eight to ten miles in daily workouts, compared to our under-distance theory of workouts. Thus, they maintain that the best way to become a cross-country runner is by actually running and on Sundays, holidays, and practice days, they endeavor to walk fifteen or twenty miles.

Cross-country running migrated to the United States and our first endeavor at organized competition was held by the Eastern Intercollegiate Conference, probably in the early 1870's or 1880's, as near as records show. At that time an Eastern Intercollegiate Cross-Country Championship was held. The Middlewest first held organized cross-country competition in 1899 when the Western Conference staged a championship meet in Washington Park, Chicago. No teams were permitted to compete other than those actually comprising the Big Ten, and the five-mile affair was won by James Lightbody of the University of Chicago, in a time of 25 minutes and 16 seconds. This record has been clipped only once since that time.

With those few facts in mind as to the growth of cross country, questions arise as to the possible injury resulting from cross country. A survey was taken to determine the status of cross country in our high schools and colleges. Questionnaires

were sent to 225 colleges in the United States and in each of those schools an attempt was made to get a variety of opinions from people in various capacities in the school. Those people were cross-country coach, athletic director, members of the athletic committee, college president, sports publicity director, and editor of the school publication. In addition to these people, questionnaires were sent to physicians, former cross-country men now engaged in coaching, secretaries of various major and minor conferences, and to newspaper men. Questions asked these people were the same as had been asked me at various times: whether they believed in cross-country running as a college sport; its effect on college men; the type of awards which should be granted competitors in this sport, and what place it should have on the athletic program.

Upon receiving answers to the questions asked in the questionnaire (I believe that the response was about 90 per cent), I was able to draw composite answers to the questions involved. An attempt was made to get a cross-section viewpoint relating to the status of cross country and the result of such a survey is as follows:

Information given us by the Michigan State High School Cross-Country Championships, the State Physical Fitness Cross-Country Run held by the Pennsylvania High School Athletic Association, and Cross-Championships by New York State prove that cross-country running,

when scientifically conducted, is not injurious to the health of high school boys. The Michigan State High School Run, conducted by Michigan Normal College for twenty years has had the experience of not having a single man fail to finish the two-mile run because of physical exhaustion. On a few occasions a sprained ankle or pulled muscle did prevent a man from finishing, but in all other cases there was no breakdown of physical health so that a man was unable to finish the race. Thus, if high school boys are adequately trained and compete in races of two-mile duration without injurious effect, then college men should be able to run races of longer length with beneficial results.

Along the same lines, physicians of insurance companies give us data that cross-country running has certain beneficial effects, such as the general improvement of health, more efficient circulatory and respiratory systems, better muscular tone and longer life, in addition to the physical improvements which are beneficial throughout life of a man competing in cross country and learning to be on his own.

Cross country has long been called the sport of the unsung hero. Perhaps that is because of the publicity men: (1) They are not interested in cross-country running, and they do not take the time to become interested; therefore, they are ignorant of it. (2) They spend all of their time promoting other athletic endeavors

such as football and basketball. In either case, they have been frank in saying one or the other, but it seems that if cross country is on our athletic program, it should be given equal attention by sports publicity men.

We, as cross-country coaches, fail to increase student interest and participation in cross country, because of lack of foresight in laying out cross country courses. First of all, men competing in cross country like to have someone see them running in their races and, therefore, our courses should be laid out through the campus where those interested in the race might see the start and finish and part of the race as it is run. Then, if we do have students other than those participating who wish to witness the race they can always be at the start and finish, if it is kept in the same place from year to year. In addition, if it is possible to keep the spectators informed as to the progress of the race, it would be a fine thing. Here at Butler we use a group of Boy Scouts who bring their wig-wag signaling into actual practice and flash the progress of the race back to the stadium at the end of each half mile. They are able to give us the order of the first three men, plus the time at that particular part of the race. Thus, the spectators are given some information other than the start and finish of the race.

The method of making awards in cross country seems to be about as varied as

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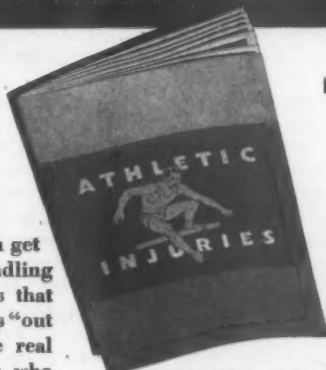
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the number of schools having cross country. In each school the method of making awards seems to rest with that particular athletic committee as to the type of award it is to give out. In some schools it is strictly a major or minor sport and, in a good many cases, it is a combination of the two. We see by comparison that throughout the country football and track are strictly major sports and have been recognized as such for a great many years. Track is a first cousin of cross country and it takes as much work and time in cross country as in track, while the actual output of energy in cross country is even more than in track. There is no reason why we, as coaches should not adopt cross country on one basis or another and not have so many varieties of making awards.

Another thing seems to be the failure of coaches, or a failure of athletic committees in permitting the coaches to make suitable schedules to take care of all of the boys reporting for the cross-country team. Cross country is very different from team sports such as football and basketball. In those sports you are permitted to substi-

tute as much as you want to. In a good many cases there are both a varsity and reserve teams with separate schedules. All men, therefore, are given an opportunity to participate. Cross country, on the other hand, is a definite individual sport; no substitutions are permitted and when seven men constitute a competing team, there is no place left for those other men who make up the cross-country squad. If we are to continue to have cross country and keep the mass of our student body, who are athletically inclined, interested, then it is necessary to arrange enough meets so that we can have more than one schedule, or have an additional number of meets added to our present schedule, whereby the weaker men will be allowed to compete against teams of their own ability.

If the sport is ever to grow, it is up to the coaches to ask for some of these revisions and stand pat until they are granted by our athletic committees or whoever is in charge of athletics at our respective schools. In any athletic endeavor, it has always been up to the coaches of the re-

spective sport to stick to things they desire and keep working until the changes have been granted.

It seems to be the conclusion that the answers to our questions must start with the respective cross-country coaches, first by having an educational program which will teach the people concerned, that we do have a worth-while sport that should be supported by our faculty, our athletic committees, and by our athletic publicity department. The fact that the sport itself is not injurious is proven by reports in medical journals and reports submitted, by leading physicians. Proof that the sport itself is worth-while can be given first hand by any coach or athlete who has competed in cross country. Perhaps the only reward is that he safeguarded his future health by actual participation in cross country.

Give cross country an even break such as we have given basketball, track, and football, and it is bound to prove invaluable in helping fulfill our chief objective of education, and that is promoting good health in the schools of the United States.

## End Play: Offensive and Defensive Suggestions

(Continued from page 15)

tackle playing in front of the end and trying to overpower him with aggressive use of the arm and a hard charge. It is very important in this situation that the end be able to initiate a very fast initial charge. He may also use a "shoulder-feint and drop" in order to get under the tackle's hands, as well as to bring his shoulder up into the tackle's mid-section. He can also resort to the cross-body block against the head-on playing tackle.

On plays to his opposite side, he usually goes for the secondary defense. This statement infers that he must be an excellent open-field blocker, as well as possessing a good sense of timing. The end's blocking from this angle requires a sound working knowledge and perfection of the shoulder and cross-body blocks. The cross-body block is an asset in attacking the hard-charging tackle who directs his charge toward the offensive fullback position.

The principle, second to blocking in importance, is that of the end's ability to cover punts well.

### Covering Punts

In covering punts, the end must remember always to play to the outside. He must go down the field as fast as possible, using his eyes, hands, and feet to avoid potential blockers. In warding off these blockers, he should invariably use a one-arm straight-arm, since the use of both arms will place his body too close to the blocker, and too, his balance in such a po-

sition would be uncertain.

It is very important for him to keep in mind to play to the outside of an opponent making the block on him; faking to the inside and going outside, using the one-arm straight-arm discussed in the previous paragraph. There is a secondary benefit in his fake to the inside, namely, to insure him from going too far to the outside.

### Rushing the Passer

The third requirement of good end-play is his ability to rush the passer.

A common weakness in a team's pass defense can be laid to the end's failure to do a satisfactory job of rushing the passer. In general, he should rush slightly to the outside, permitting his own tackle to rush inside the opposing team's blocker. While rushing the passer, he must be able to decide in a split-second whether the play developing is a running play or a pass. There are several cues he may learn and fix in his mind, such as, position on the field, the down, number of yards to go, the weather condition, and others, but we are concerned now with his being able to rush the passer knowing the play is a pass play.

While on this phase of end-play, a short discussion on the end's defensive tactics would be in order. Whether he drives the play into the tackle, spills the interference, runs the play deep behind the scrimmage line, or makes the tackle, he must, fundamentally, get across the line of scrimmage, protect the territory immediately in front of him, go for the ball, and make the

tackle.

The important point of territory protection requires some emphasis, no doubt. The end's assignment is definite and clear-cut, relative to the territory he is to cover, and he must protect this area against any odds. If he, or any lineman for that matter, is forced to retreat, he must retreat over the same ground over which he advanced. Only by each player retracing his steps, and ends are no exception, can the unity of the line be preserved. This does not infer that the end is expected to retreat; he holds all the ground he can get, but, if forced to retreat, he does it by retracing his steps.

### Receiving Passes

The last and least important qualification of the end is his ability to catch passes. Above all, he must be an "actor." He should practice long one-hand pass-receiving to develop sound finger, wrist and arm control. His efforts, too, should be directed toward "ball-concentration" and complete body relaxation.

It is imperative that the end make the catch with his hands, because no other part of the body is as flexible as the hands. A great many passes are missed because the receiver momentarily takes his eyes off the ball, and too, because he tries to catch the ball with his arms. It would be an additional asset if he can keep his body between the defensive player and the ball, thus screening the ball somewhat, and if possible, he should try to catch the ball

while facing the side line.

These are numerous methods, that may be employed by an end, of breaking free from a defensive halfback. He may make a short, fast run with a quick stop, and make the catch between the halfback and the scrimmage line. On long passes it is usually best to try to outrun the defense, using a quick break to the right or left, preluded by a dash directly toward the defensive back. He may use one of the following tactics: the criss-cross against a man-for-man defense, a delay-on-the-line style, a spot-pass, especially to an exceptionally tall end, and the "decoy" pass so extensively used in the modern passing game.

End-play, as in the play of any position, is an inexhaustible subject. There is no limit to the tactics, maneuvers, and suggestions that may be placed before the boy. The end has more opportunities for outstanding play than probably any other member of the team, and likewise, his mistakes will very seldom ever go unnoticed.

He should never back up to get at a ball-carrier, or dodge an interferer; never permit an opponent to catch him standing still while a play is being directed toward him; never permit blockers to get contact with any part of his body; be alert, aggressive, and conscious in all plays at all times; and finally, be convinced in his own mind that his two most important qualities should be his ability to block and tackle.

## The Physical Training Section of the Aviation Division Offers Assistance

(Continued from page 14)

service consists of two types; publications and limited field service.

The publications contain an outline of progressive skills which are recommended as a guide for high schools and colleges. They are patterned after the program in operation at the pre-flight schools and have been augmented by suggestions incorporated in the syllabi by the coaches, physical directors, principals and superintendents who attended the clinics. There is no doubt that this program can be used effectively in high schools and colleges, because it is sound physical education and training. It is a war program, because it is based on competition and develops a spirit which will not admit defeat. It can be used as a physical fitness program, because it will develop stamina, but will not exclude initiative or resourcefulness. It is a good program for schools and colleges, because it is specialized and teaches the skills that can serve as the basis of agility. Every man in every branch of the service should be physically and mentally equipped to face the realities of war, and to make use of the techniques that he must know in order to live.



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## Army Physical Conditioning

(Continued from page 9)

are more strenuous. Note the ones that are favored by the men, and use them in preference to those not so popular. Encourage a spirit of clean play, coupled with an all-out effort to win.

These contests are divided into dual and group or team contests. Many of the dual contests may be given in the usual platoon or company open order military formations. The exercises in this case should be conducted to command at first, until the procedure is understood. They should later be conducted more informally. Group or team activities are conducted in such group formations appropriate to the activity, and these will be discussed in connection with each contest. It is advisable to use a whistle as the signal for beginning and for ending the activity.

1. *Pull-Hands*.—With contestants matched in pairs instruct them to grasp hands and attempt to pull the opponent over to one's own position. In grasping hands, each individual should grasp the wrist of the opponent, so that there is a double grasp with heels of hands in contact and with each hand grasping the other's wrist. *a.* One hand; for example, first right hands and later left hands. *b.* Both hands.

2. *Hop and Pull-Hands*.—Grasp hands and hop on forward foot, attempting to pull the opponent. Grasping with right hand, hop on right foot. *a.* One hand. *b.* Both hands (hop on either foot).

3. *Pull Neck*.—Grasp the back of opponent's neck with one hand; for example, each contestant grasps the back of opponent's neck with right hand. In this case the right foot would be forward. Attempt to pull opponent out of position.

4. *Pull from Referee's Hold*.—Contestants assume what is known as the "referee's hold" in wrestling. Each grasps the back of the opponent's neck with the left hand and opponent's left elbow with right hand. In this position, attempt to pull opponent across a line.

5. *Bulling*.—Same position as 12, attempting to force opponent to move one foot by pushing, pulling or otherwise manipulating him.

6. *Rooster Fight*.—Hop on the left foot with arms folded across the chest. Use

the right shoulder and right side of the chest to butt the opponent. The object is to make the opponent lose his balance and fall, to unfold his arms and to touch his free foot to the ground.

7. *Engage* in either form of rooster fight by sides. For example, suppose there are ten soldiers on a side; they may be designated by having one side without shirts. They may engage in individual combat or two or more may gang up on one opponent. This contest may be in free space or conducted inside a circle.

8. *Hand Wrestling*.—Opponents grasp (right or left) hands with little fingers interlocked. Right foot is forward, and each attempts by pulling, pushing, a sideward movement or other maneuvering, to force the opponent to move one or both feet from original position. Change hands after each bout.

9. *Indian Wrestling*.—Contestants lie on the ground, side by side, with heads in opposite directions. Link right elbows. Upon signal of instructor or by mutual agreement, raise the right leg, with knee approximately straight, far enough to engage the heel of the opponent. In order to time the contest, individuals usually raise the leg three times rhythmically and the third time engage the opponent's heel, attempting to roll him over backwards. After each three bouts, change legs.

10. *Line Charging*.—Two teams of men form two lines opposite each other, much as in football games. The two lines should be about one foot apart and the individual men about a foot apart laterally. Upon the whistle, team A attempts to break through the line of team B. Team B blocks in every conceivable way, except by holding. Team A may use its hands; team B may not. Team A may not go outside the end men on Team B (the two ends should be husky men). After from three to five seconds (usually three seconds at first, five seconds later) the physical training officer blows his whistle and the number of men who have broken through are counted. The procedure is then reversed with Team B attempting to break through Team A. The winner is the team that has the largest number of men who have broken through the opponents after five

innings. In indoor competition, this may be conducted on a string of mats.

11. *Mounted Wrestling*.—Men fight in pairs. The "rider" sits astride the neck of the "horse" with his lower legs under the "horse's" arms and his feet clasped behind the "horse's" back.

*a. Dual Mounted Wrestling*.—Two pairs of such horse and rider combinations then wrestle, with the object being to unseat the rider or to cause the rider to touch the ground in any way. If both pairs fall at the same time, the rider touching the ground first is the loser.

*b. Team Mounted Wrestling*.—The same procedure is used in team wrestling. Here a team of five to ten pairs of men engage the other team. This may be in a series of individual combats or several pairs may gang up on one opponent. This is frequently effective where one horse holds a leg behind the opponents horse and another of his own team pushes the opponent across the leg and trips him.

12. *Line Wrestling*.—This is a type of wrestling in which all of the work is done on the feet. The object is to throw the opponent to the ground. In hand-to-hand fighting, when the opponent is thrown to the ground, he may be quickly disabled or killed. The important thing in army wrestling is not pinning an opponent's shoulders to the mat, but throwing him off his feet. Hence a number of preliminary procedures should be practiced.

*a. Wrestler's Hand Grip*.—Flex the fingers of each hand and hook them together with the left palm up and the right palm downward. The thumb of the left hand is placed between the fourth and little finger of the right hand and the thumb of the right hand is tucked inside the little finger of the left hand. In this way an opponent cannot grasp a thumb or finger, bend it backward, and break it. Form the habit of grasping the hands in this manner, when attempting to hold the opponent around the body.

*b. Referee's Hold*.—Get used to reaching for the "referee's hold" in line wrestling. The left hand is behind the opponent's neck and the right hand grasps his left elbow. Feet are apart and backward out of reach, and all joints are slightly

flexed. From this position, the opponent may be pulled or pushed around, until an opportunity for securing an effective hold is obtained. From this position many holds may be obtained.

Note: In describing wrestling holds below, "A" will represent the aggressor, "B" the person attacked. Most of the holds described may be done on either side.

c. *Release from Double Wristhold*.—If A grasps both of B's wrists with his hands, either with B's hands pointed upward or downward, B brings forearms inward against A's thumbs; if from above, inward and downward; if from below inward and upward. Better leverage may be obtained by keeping the elbows in close to the abdomen.

d. *Front Waist Hold*.—From a position of "referee's hold" A lifts B's left elbow and slips inside his left arm, wrapping both arms around his waist under his arms. Push forward with chin and shoulder and bend B backward to the ground. Works best on a weaker man.

e. *Defense for Front Waist Hold*.—To prevent the opponent from grasping your waist, keep your arms inside his with elbows bent. If he succeeds in grasping your waist, move your feet well to the rear and encircle his arms with your arms as tightly as possible, pressing against his shoulders with your chin. If you are strong he will weaken rapidly and be forced to let go.

f. To get behind the opponent, two methods are suggested (either may be done to either side, according to which of opponent's arms is forward):

(1) *Army Push-Up*.—From the position of referee's hold, standing, A presses B's left elbow upward with the right hand, at the same time stepping forward with the left foot outside and behind B's left foot. A places his left hand in B's crotch, pivots around him on the left foot, and encircles B's waist with his arms. A should keep his head away from position over B's shoulders so that B will not be able to reach up, grasp A's head and throw him over his shoulders.

(2) *Arm Drag*.—A grabs B's left wrist with right hand and pulls his left arm across in front of his body and to his own left. At the same time, A grasps B's left arm near the shoulder with his left hand and continues to pull, twisting B to his right and A's left. A then slips around behind B with his right foot and puts his right arm around B's waist. The block for this hold is for B to straighten his left arm vigorously, when A starts to pull it, so that A cannot swing around behind him.

g. When A is behind B with waist hold, A should lift B from the ground, quickly throwing him either to the right or left, and at the same time knocking his legs from under him with a knee.

There are several defenses for this attack from behind:

(1) If A does not use the wrestler's grip, B may be able to grab one of A's fingers and bend it back.

(2) If A uses the wrestler's grip, B can press the knuckle of the second finger of either hand in the interspace between the third and the fourth fingers (metatarsals) on the back of A's hand about half way between the wrist and the knuckle. This spot is very sensitive, and if B presses hard with the knuckle, A will usually let go.

(3) B bends forward and grabs one of A's ankles between B's legs and lifts his leg up to force B to the ground behind him.

(4) If lifted off the ground before he can do anything, B can attempt to hook his toes behind A's legs, to prevent A from throwing him to the ground.

h. *Drop with Leg Trip*.—A is standing behind B with arms locked around B's waist, and with his head resting on the side of B's back. A then drops to his knees, grabs B's left ankle with his left hand, places his right leg in front of B's right leg, contacts B's buttock with his shoulder, and forces B to trip over A's right leg and forces him to the ground.

i. *Reverse Crotch Hold*.—A is behind B with arms around B's waist. A suddenly drops downward, bending his knees and holding B's waist with his left arm, shoves his right arm between B's thighs as far as possible, gasping B's belt with his right hand. A then grabs B's shirt collar with his left hand, and rising to his feet, lifts B off the ground, swings B's legs to the right and throws B to the ground. The lunge between the thighs to grasp the belt must be vigorous and "All out."

j. *Tackling an Opponent*.—If B is standing a little too straight and with his legs too close together, A dives forward suddenly, grabs B with both arms around the knees, draws his knees toward him, pushes with the shoulders and throws B backward to the ground.

To block this, if A dives toward B, B jumps backward slightly, places both hands on A's head or neck and forces his head to the ground, at the same time dropping on one knee.

k. *Double Outside Leg Hold*.—Opponents standing facing each other in referee's position. A takes a step backward, pulling B toward him. A then drops on both knees and drives his head past B's right knee, grabbing both of B's legs and locking his hands together. A then lifts his opponent and swings B's legs to A's left, throwing him to the ground.

l. *Arm Lock*.—A grasps B's right wrist with his left hand and steps in quickly with his right foot, pivoting on his left. A's right foot is outside B's right foot. Almost simultaneously, A passes his right arm over B's right arm, close to the shoulder and throws B to the ground over his right leg.

To block this, B pushes A's waist with



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Of The Athletic Journal, published monthly except July and August, at Chicago, for October, 1942.

STATE OF ILLINOIS } ss.  
COUNTY OF COOK }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared, K. J. Griffith, who, having been duly sworn according to law, deposes and says that she is the publisher of THE ATHLETIC JOURNAL, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are: Publisher, K. J. Griffith, 6858 Glenwood Ave., Chicago. Editor, John L. Griffith, Sr., 6858 Glenwood Ave., Chicago. Managing Editor K. J. Griffith, 6858 Glenwood Ave., Chicago. Business Manager, K. J. Griffith, 6858 Glenwood Ave., Chicago.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of the total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) John L. Griffith, Jr., 6858 Glenwood Ave., Chicago.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is..... (This information is required from daily publications only.)

K. J. GRIFFITH  
(Signature of publisher.)

Sworn to and subscribed before me this first day of October, 1942.

[SEAL] ROY C. CLARK  
(My commission expires April 1, 1944)

his left arm, swings his right leg forward, and sits backward, before A can twist him off balance.

m. *Head and Hip Lock or Cross Buttock*.—A grabs B's right wrist with his left hand and pulls him forward, stepping forward and to the left with his right foot. A then places his right arm around B's head, turning his back to B, and pulling with his left hand and right arm, throws B forward over his hip.

To block this, B pushes A's right hip as he starts to turn, keeping A away from him.

n. *Tripping*.—From position of referee's hold or while grabbing B's arms, A presses B on one side. A then suddenly reverses the direction of his strain and kick's B's foot from under him or places his foot outside B's foot, throwing B over his leg. For example, A presses B on A's right, then reverses the direction and presses him to A's left, at the same time tripping B over A's left foot or kicking B's right foot out from under him with A's left foot.

The preliminary maneuvers discussed above may be used also in many other kinds of wrestling. The following types of formal contests are suggested.

## Iowa State "Hardening" Moves From High to Super-High

(Continued from page 8)

games. We taught basketball, volleyball, football (later changing to touch football), golf, tennis, and nearly two dozen other competitive sports. We co-ordinated our physical education with an intramural athletic program which already had gained a national reputation under the capable direction of Harry J. Schmidt.

In freshman and sophomore years the boys learn the fundamentals of the games their fraternities, wards, and dorms were playing in intramurals. They even earned some physical education credit for their intramural competition.

Their game situation training taught them to make quick and accurate decisions, to spot opposing weaknesses and attack, to subordinate personal gain for team glory, to become alert physically and mentally, and to accept discipline; and as they learned all these good traits of social behavior they gained strength and stamina.

A look at the vastness of that program will show how American boys take to competition. Last year, from October through May, we had roughly 4,333 formal team competitions in our athletic set-up. While that includes the activities of ten varsity teams, it is easily seen that the bulk of the playing was done by non-varsity performers. The man-hours included in those 4,333 competitions is staggering and will show more than 50,000 man-hours in less than thirty-four weeks. Only one hour a week for freshmen and sophomores is compulsory, the rest is purely voluntary.

13. Wrestling to lift opponent off his feet. Maneuver to grasp the opponent with a front or rear waist hold, and lift him off his feet.

14. Wrestling to cause an opponent to touch the ground with something other than his feet.

15. Wrestling to get behind an opponent and lift him off the ground.

16. Wrestling to trip an opponent only.

17. *Cumberland Wrestling*.—Opponents standing, chests together, left arm over opponent's right shoulder, right arm under opponent's left arm, grasping hands behind the back. Attempt to lift the opponent from the ground, or to throw him to the ground. Holds may be changed after the bout has started.

18. *Collar and Elbow Wrestling*.—Assume "referee's hold" and do not let go. The object is to make the opponent touch the ground with any part of his body other than the feet. Tripping is permissible.

19. Any of the wrestling contests may be modified as follows:

Wrestling within a circle or square from twelve to fifteen feet in diameter, attempt either to throw the opponent or to force him outside the circle or square.

We have reached the stage nationally and locally where, because of lack of time, it is no longer possible to give these men all the competition to acquire the combative spirit and habits we seek to build for them. We have to intensify that part of the program and supplement it with a hardening program. All these shifts have been well received here and the boys have taken to it whole-heartedly.

We have been fortunate to be out of debt and be able to acquire 468 acres of ground, well suited for our program. It is our belief that one of the finest developers on our list is cross country. Every Saturday afternoon at 1:15 we set out in a cross-country competition. It is an inspiring sight to see hundreds of boys in the hare-and-hound race over our recreational area any Saturday afternoon.

On our recreation area we have built what we consider a very tough obstacle course. There is nothing freakish about it—just the same types of obstacles our boys will be facing in war situations. On this course, which includes a dozen hazards, we expect to develop still more man-to-man competition and better physical specimens.

The program, as described above, is only a fine auxiliary to the real heart of the hardening program—the calisthenics and gymnastics. We have dropped no inter-collegiate sports. We are increasing our intramural efforts, particularly the strenuous sports.

# TRAINERS JOURNAL

SECTION

The NATIONAL ATHLETIC TRAINERS ASSOCIATION

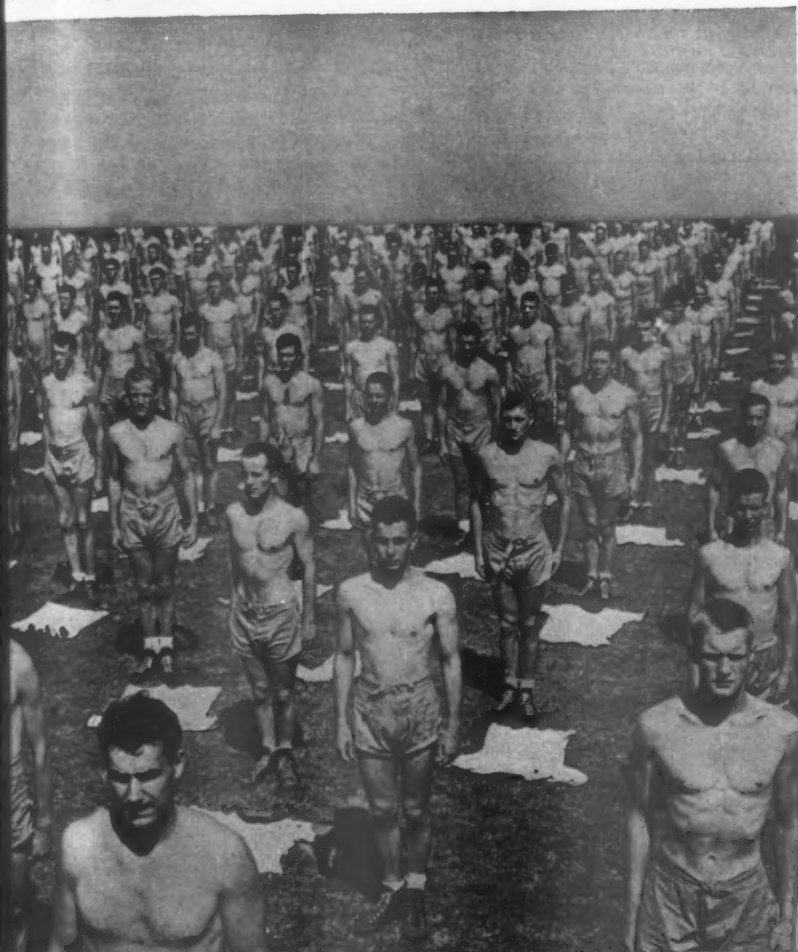
OCTOBER, 1942

No. 2

Official Publication  
Of the National Athletic  
Trainers Association

Mass Exercise  
Lieutenant M. J. Gary

Treatment for the Condition  
Known as Shin Splints  
H. B. Goodell



Cadets at the Iowa City  
Pre-Flight School ready for  
their limbering-up drills

# Mass Exercise

By Lieutenant M. J. Gary, U.S.N.R.

Director of the Mass Exercise Division  
United States Navy Pre-flight School, Iowa City, Iowa  
Former Football Coach, Western Michigan College

**N**UMEROUS requests for descriptions and pictures of the mass exercises used at the United States Navy Pre-Flight School for Naval Aviation cadets at Iowa City, Iowa, have been received from athletic coaches and physical training directors throughout the country. The editor of the Trainers Journal has asked for a series of several articles describing and illustrating the exercises at the Iowa Pre-Flight School, and because of the wide circulation of this publication among the high schools and colleges, this article has been prepared with the hope that it may be helpful to those physical educators who are interested.

The exercises used at the United States Navy Pre-Flight schools were prepared by a committee of seven members of the V-5 Instructors School at the United States Naval Academy at Annapolis last April, under the direction of Mr. Tommy Taylor of the physical training staff at the Academy. Mr. Taylor has used the exercises, to be described in the following articles, for many years at the Academy, and the methods of giving the exercises and the commands used are based on his invaluable advice and suggestions to the committee.

The V-5 Instructors Committee of seven included Lieutenant Commander John Sabo from the Yale University coaching staff; Lieutenant Mike Brumbelow, Texas Christian University; Lieutenant William Neufeld, Harvard University; Lieutenant Joe Amori, California; Lieutenant Ray Snyder, Columbia University; Lieutenant Mike Gary, Western Michigan College, and Ensign Charles Ream, Ohio State University.



**M**ASS Exercise, or formal calisthenic drill, is in many ways a cornerstone in the Navy's Pre-Flight School physical training program. It is that, however, only to the extent that it is a jumping-off point into other activities of the program.

The major emphasis in Mass Exercise is not on vigorous work-outs but rather on muscle stretching activities with some emphasis given to posture. It has two principal functions, the development of military carriage and posture, and as a preface to other activities of the program, a loosening-up process which, in itself, stresses development and conditioning.

In keeping with the latter function, sports activities in the Pre-Flight program are prefaced by limbering-up drills in Mass Exercise. The exercise given in mass calisthenics prior to activities in the sports program of the Pre-Flight School plays a leading part in preparing the cadet's body structure in such a way, that he may start active sports with more assurance that his muscles are in condition to take on the rigorous work that follows Mass Exercise. (Editor's note)

Of the many exercises, considered by the committee, fifty were finally selected, all of which are evolved from five basic or fundamental positions. Numerous combinations of these fifty exercises are possible, and additional exercises have been added occasionally by the directors at the several pre-flight schools, but the general pattern, prepared by the original committee has been retained. For instance, at the Iowa School it is difficult during early periods at 0550 and 0745 in the morning to place the cadets in lying positions because of the early morning dew, with the result that additional exercises from the erect position and the semi-support positions have been added to the original program.

As the cadet advances from the pre-flight schools to other bases during his primary, secondary, and operational flight training, he will be given these same exercises by navy physical training instructors throughout his entire flight training, even after he receives his wings and becomes a member of a squadron in the fleet.

The general objectives of the mass exercise program at the Iowa Pre-Flight School may be stated briefly in order of emphasis:

1. To prepare the cadet for strenuous physical activity in athletic competition by a series of loosening and stretching exercises preceding that competition.

2. To improve the posture and bearing of the cadet.

3. To train him in alertness and response to commands.

Preceding the cadet's participation in the daily two-hour physical training period at the Iowa School, he is given from fifteen to twenty minutes of mass exercise.

Two battalions of cadets (between 400 and 500 men) are given the exercises in formation. Immediately after the exercises, the cadets fall into platoon formation and proceed by platoons to the several competitive activities, such as football, soccer, basketball, military track, boxing, wrestling, hand-to-hand combat, swimming, gymnastics, or manual labor.

The following general precautions in the direction of the exercises were presented to the committee by Mr. Taylor, and experience at the Iowa Pre-Flight School has indicated that they are important.

All classes should be conducted in military fashion. Use of attention, parade rest, right face, left face, etc., should be used to control the group.

The director should not execute the movements along with the class. He should first demonstrate each new exercise for the group and thereafter stand at attention and give the necessary commands with only such subsequent demonstration as he finds necessary for correction or explanation. The group may be placed at parade rest while the director is demonstrating or explaining.

In selecting the exercises for the daily period the following principles should be observed:

1. Exercises should be selected from





each basic position.

2. Easy exercises should be used at the beginning of the period to prepare the body gradually for more strenuous work, the more vigorous exercises during the middle of the period, with a tapering off during the final few minutes of the period.

At the Iowa Pre-Flight School, several portable stands or platforms have been constructed for use by the directors of mass exercise. These stands are five feet high with the platform four feet wide and eight feet long. During demonstrations, the director may be seen by the four to five hundred cadets in the group and his commands can be heard by the entire group without the use of a public address system. The stands are portable so that they may be moved about the field.

There are a number of formations which may be used to space the men properly for exercise. At the Iowa School we use the following method. The cadets are mustered in platoons averaging about thirty men each. They march to the athletic field and fall-out at the edge of the field. They then fall-in, with the right guide at the directors' platform, at intervals of approximately six feet, with ranks six feet apart. Thus a space of about six feet is left between each cadet both right and left and fore and aft. After the group is called to attention, the command is then given, *At Double Intervals Dress Right, Dress*. The cadets in the right file cover off and hold fast, raising the left arm to a horizontal position. The cadets in all other files raise both arms to a horizontal

position and dress right, touching the fingers of the cadet to their right. As soon as they are properly dressed, the command, *Ready, Front*, is given. The group is then given the command, *Right Face*, followed by a left dress. The command *Half Left, Face*, follows and the cadets are in position for exercise, with each cadet able to see the director on the platform at the corner of the formation, and with sufficient space between cadets for freedom of movement.

### Nomenclature

The following description of nomenclature is taken in part from an outline furnished by Mr. Taylor:

The name of each exercise, and the words of command for its execution, indicate the actual movements to be performed. In more simple movements, the name is also used as the actual word of command, and such words as *Raise, Lower, Bend, Stretch, Place, Turn*, etc., become executive words—e.g., "*Heels, Raise*."

When the name of the exercise and the exercise itself are more complicated, the present participle of the verb is employed for the name of the exercise and the name of the exercise (or necessary portions of it) is given as a caution followed by the executive commands, *One, Two*, etc.—e.g., *Heels Raising and Knees Bending*. The words of command for this exercise may be: *Heels—Raise; Knees—Bend; Knees—Stretch; Heels—Lower*; or the name of the exercise may be given as a

caution, followed by the executive words, *One, Two, Three, Four*.

In a combined exercise in which two movements are to be taken at the same time, only one executive word is used—e.g., *Foot Placing Sideways, Arms Upward—Stretch*; or numbers may be used for the executive words, as indicated above. This method of employing numbers will save much time and many words of command, and should frequently be used when directing combined or complicated exercises.

### Starting Positions

The positions of *Attention* is the starting position for the more simple movements, and it must always be taken as the starting position when no other is indicated. Additional positions are learned from time to time as exercises, and many of these positions are then used as starting positions for additional exercises.

Starting positions other than those given in the different groups of exercises may sometimes be taken, if it is considered necessary, but the principles of progression and the ultimate objective should be kept carefully in view in their selection.

The effect of an exercise depends on the starting position from which it is performed, and the special effect of an exercise is often contained in the starting position—e.g., *Forward Lying, Arms Bend*; or *Forward Lying, Trunk Backward Bend*. The starting position here contains the required dorsal effect, and the stretch-



ing of the arms is added to increase it.

### Additional Movements

When additional movements are to be taken at the same time as the major movement of the exercise, the word "with" is added before the name of the additional movement—e.g., Heels raising and full knees bending with arms raising sideward and upward. In this exercise the movements of the arms are to be taken at the same time as the movements of the legs.

The five fundamental or basic positions are indicated in Illustrations A, B, C, D, and E.

| Exercise | Cautionary   | Execute | Returning to Starting |
|----------|--------------|---------|-----------------------|
| 1        | Neck         | Rest    | Arms downward Stretch |
| 2        | Arms         | Bend    | Arms downward Stretch |
| 3        | Arms forward | Bend    | Arms downward Stretch |

Position A is *Attention*, B *Crouch Sitting*, C *Stoop Falling*, D *Lying*, and E *Backward Lying*. From each of these basic positions a definite progression of movements is given, including the cautionary or preparatory command, the command of execution, and the command for return to the starting position. As the exercises progress, each position assumed becomes the starting position for the exercise which follows.

exercise which follows.

As examples, three exercises are shown in Illustrations 1, 2, and 3, all of which are executed from the position of *Attention*, as shown in Illustration A.

The commands involved in these three exercises are shown in the table above.

In subsequent issues, a total of fifty exercises will be illustrated, with accompanying commands and explanations.

# Treatment for the Condition Known as Shin Splints

By H. B. Goodell

Athletic Director, South Dakota School of Mines

THE available literature on the treatment of the condition known to the athletic world as shin splints is indeed very meager and consists of repetition upon repetition, with nothing offered as a truly satisfactory treatment. The old and customary statement relative to shin splints runs something like this: Shin splints are caused by running on a hard surface early in the season with continued, constant jarring; and they are slow in recovery. Heat and massage with three-quarter circular strapping, squeezing the gastrocnemius, and, of course, rest are the adjuncts most needed in securing a cure; and this should be continued long enough to permit the torn muscle attachments to heal. These statements are about all one can find relative to treatment for shin splints. We all know that this is not a satisfactory treatment.

For the basis of this discussion and as a scientific background from which to work, we shall review the origin and insertion of the two major muscles which maintain the longitudinal arch of the human foot, and thus note the scientific reasoning upon which the treatment is based.

The first primary support of the longitudinal arch, the *tibialis anticus* muscle, as the name implies, is situated on the anterior and outer side of the tibia. It arises from the outer and upper two-thirds of the shaft of the tibia and from the deep fascia. Then these fibers pass downward and terminate in a tendon which is apparent on the anterior surface of the muscle on the lower third of the leg. It is inserted into the inner and under surface of the internal cuneiform bone, and into the base of the metatarsal bone of the great toe. The action of the *tibialis anticus* flexes the foot upon the leg; and from the obliquity in the

direction of its tendon this muscle raises the inner border of the foot (inverts) and draws (adducts) the forefoot toward the median line of the body.

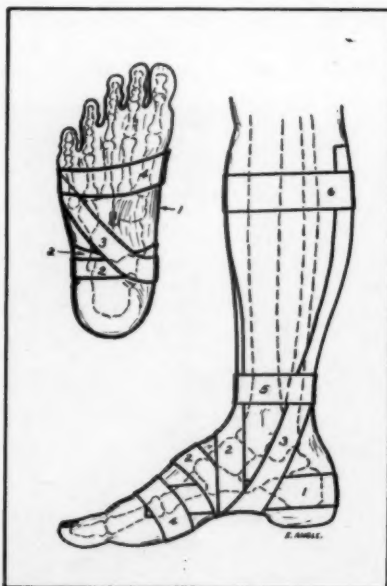
The second major muscle which maintains the arch of the foot is the *tibialis posticus*, which lies between the flexor longus hallucis and the flexor longus digitorum; it is the most deeply seated muscle of all the muscles of the leg. It originates by two pointed processes and arises from the interosseous membrane from the posterior surface of the shaft of the tibia and from the upper two-thirds of the internal surface of the fibula. The fibers pass downward and terminate in a tendon which passes through a groove behind the

inner malleolus, thence beneath the inferior calcaneoscaphoid and internal cuneiform bones. It also gives off fibrous expansions: one of which passes backward to the os calcis; others outward to the middle and external cuneiform and cuboid; and some forward to the bases of the second, third, and fourth metatarsal bones.

Primarily, the action of the *tibialis posticus* is to extend the foot upon the leg and maintain the longitudinal arch. This muscle is very important because it is also a powerful adductor of the foot and because it acts with the *tibialis anticus* to antagonize the powerful *perni* muscles which adduct or draw the foot outward. Note the wide expanse covered by the fan-like insertion of this muscle and the manner in which its tendons support the inferior astragalo-scapoid (spring) ligament, which plays so important a part in maintaining the inner segment of the longitudinal arch.

Upon observation, one may think the *tibialis posticus* originates too far posteriorly on the tibia and fibula to cause soreness on the front of the leg. However, upon careful examination one will find the muscle originating as much on the inner surface of the tibia and fibula as on the posterior surface. There are many other leg muscles and tendons which support the longitudinal arch, but this support is in a minor degree. By the hypothesis based upon the origin, insertion, and action of the *tibialis anticus* and *tibialis posticus*, these muscles are the major offenders in the condition known as shin splints.

Because the old and accepted methods of treatment have been used, all coaches and trainers have been troubled with lost time because of shin splints. In 1937, a year in which we had an "epidemic," so



to speak, of shin splints, I spent a great deal of time in trying to solve the trouble.

Upon reviewing the anatomy of the leg and using a great amount of trial and error, I had the happy thought of supporting the longitudinal arch as a means of securing relief for shin splints, and, thus, I stumbled upon the cure for shin splints in that manner.

By supporting the longitudinal arch, every case was cured within a two-week period, without loss of time to the athlete during the curative period. From 1937 to 1939, I never failed to cure a case of shin splints with the taping, as illustrated in the accompanying diagram. The specific instructions are as follows:

Use one and one-half inch tape. With tape Number 1, start on the outside of the foot just behind the head of the fifth metatarsal; bring the tape back along the outside of the foot and around the heel, and then forward on the internal lateral border of the foot to the back and dorsal head of the first metatarsal. Start tape Number 2 on the inside of the foot directly over the scaphoid; go up over the top of the foot and down on the outside; continue under the foot until the tape has gone all the way around the foot. Bring tape Number 2 up on the inside of the leg, just in front of the internal malleoli, and continue up the front of the leg to within three inches of the patella. Start tape Number 3 back of the head of the fifth metatarsal; go under the foot and up on the inside of the leg, just behind the internal malleoli; continue up the side and back of the leg to within three inches of the head of the fibula. Tapes Numbers 2 and 3 should not lift the arch of the foot too

high. Start tape Number 4 on the outside of the foot, just behind the head of the fifth metatarsal, over the end of tape Number 3; pass it down and under the foot; bring it up on the inside of the foot, just behind the head of the first metatarsal; continue over the dorsal portion of the foot; finish and fasten the end of the tape over the starting position; overlap the tape one or two inches. This gives a band completely around the foot just behind the heads of the metatarsals. Use tapes Numbers 5 and 6 as anchors or binders for tapes 2 and 3, by going around the leg at the top with tape Number 5 and around the leg just above the malleoli with tape Number 6.

I also accompany the taping with diathermy, which is given once a day for forty minutes. When the athlete is not out for practice, I keep an analgesic pack on the anterior surface of the leg.

With this treatment, there was not one case which did not improve satisfactorily within two weeks, while the athlete continued his regular practice and game participation.

I have also found that shin splints may be prevented by the use of proper bandaging. In the fall of 1939, beginning with the football season, I started using the bandage which was used and described by J. M. Cox, Harvard trainer, in the book *Athletic Injuries—Prevention, Diagnosis and Treatment*, by Thorndike, Chapter XXII, p. 189, Figs. 100 and 101. The bandage was also illustrated and described in *The First Aider*, published by the Cramer Chemical Company, January, 1942, p. 37. I first learned of the bandage from Duke Simpson, formerly of Harvard.

I used this bandage on all members of the squad. By using a two-inch ankle wrap, eighty inches long for each foot, I added slightly to this bandage by finishing with a regular figure eight. The principal reason for using this bandage in the beginning was to protect the ankle from sprain, which it did. However, the surprising thing was the fact that we did not have one case of shin splints develop during the season, something that had never happened before in the history of football seasons, in my experience.

Upon the completion of the football season, I insisted upon the basketball squad using the same type of bandage, and, again, there were no cases of shin splints. This type was also used for the members of the track squad; it produced the same results. The practice has been followed with all athletes, since that time, in all sports. In the time since 1939, we have had but one case of shin splints start to develop. I am sure that was due to the bandage not having been applied properly. This case cleared up within a week with the use of the adhesive strapping and analgesic pack, before mentioned.

The coaches and athletes in all sports feel the bandage does not hinder the athlete's performance in any way, in any sport. Both athletes and coaches are enthusiastic about the results of its use.

By the use of these methods for the prevention and cure, I am sure that shin splints will become one of the minor ailments of athletes, instead of a major and annoying condition as in the past.

Acknowledgment for the critical reading of the manuscript is due Professor Howard H. Wells of the Department of English, South Dakota State School of Mines; for the drawing Ellwyn Angie, a student in the School of Mines.

## QUALIFICATIONS FOR MEMBERSHIP IN THE NATIONAL ATHLETIC TRAINERS ASSOCIATION

**SENIOR MEMBERSHIP:** 1. Men who have been actively engaged in athletic training or closely allied work for a period of two or more years. 2. Men who are qualified to take charge of the work, in co-operation with the medical department and to direct it in athletic training in a college or university. 3. Men who have had four years of practical experience in a recognized athletic training department of a college or university or some other institution of recognized standard.

Senior members have voting privileges.

**JUNIOR MEMBERSHIP:** 1. Men who do not qualify as Senior members but who are actively engaged in athletic training either as an assistant in a college or university. 2. Men in charge of the training program in a high school, or in closely allied work. 3. Men who are taking an approved training course.

Any Junior member may become a Senior member upon completing the requirements for Senior membership and passing an admission test given

by the Membership Committee. Junior members do not have voting privileges.

Senior and Junior applicants must submit along with the application blank a letter of endorsement from the physician who acts as medical supervisor in their institutions.

**ASSOCIATE MEMBERSHIP:** 1. Men who have not been actively engaged in athletic training for a period of eighteen months previous to their application. 2. Junior or Senior members who have not been actively engaged for a period of eighteen months, but who are interested in the advancement and recognition of athletic training. 3. High school coaches and student high school trainers.

Associate members do not have voting privileges.

Senior and Junior membership dues are one dollar per year. Dues for Associate members fifty cents. Applications for membership should be addressed to Bill Frey, Secretary and Treasurer, Iowa City, Iowa.

## Announcements

**T**HE Coaches Ready Reference Buying Guide which has been run in this publication for the last year will be temporarily discontinued. According to the coach readers it has aided them materially in being able to pass on their requests to the advertisers with a minimum amount of time expended. On the other hand, long lists of requests have necessitated an additional effort in the offices of some advertisers. We are, therefore, asking our readers to send their requests direct to the advertisers.

### Army and Navy Insignia

In the June issue, the Witchell Sheill Company carried an especially attractive insert showing the insignia of the Army and Navy. We have had inquiries as to the availability of these inserts at this time. There are still some copies on hand. They may be secured by writing the Witchell Sheill Company, 1635 Augusta Blvd., Chicago.

### Taping Films

Taping Technique a, 16 mm film—both sound and silent—is available for bookings. Trainers and coaches should address their requests to The Bike Web Company, 41 West 25th St., Chicago.

### Handbook on Athlete Injuries

Just announced in this issue is a new handbook on Athletic Injuries with a foreword written by Dr. Wilbur Bohm, president elect of the National Athletic Trainers Association. Other members of the Association are contributing authors. It is suggested that our many readers who preserve their copies of the *ATHLETIC JOURNAL* for binding, communicate at once by card or letter and ask for a copy of Athletic Injuries. Write direct to Antiphlogistine, The Denver Chemical Mfg. Co., 163 Varick Street, New York City.

### Football Bulletins

An attractive football bulletin (No. 4 in a series) is announced in this issue (cover 2). This bulletin, written by Frank Leahy of Notre Dame, teaches the fundamentals of blocking, tackling and carrying the ball. The United States Rubber Company is most generous in its offer to supply coaches with enough of these bulletins for their squads. Contact your Ked dealer or address your request to Frank Leahy, Keds Sports Department, 1230 Sixth Avenue, New York City.

### Footwork in Sports

On page 31 of this issue appears the first of a series on Footwork in Sports, Reprints of Line Play may be secured by writing to John T. Riddell, Inc., 1259 N. Wood Street, Chicago, Illinois.

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